

Differentiation in the Inclusive K-9 School

by

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Abstract

The purpose of this paper is to answer the question - how are teachers adapting their teaching in inclusive classrooms? A review of current research studies will inform the answer. Given the diverse learning needs in today's schools, where there are typically four special needs students in every classroom with more than twenty students, it is imperative that teachers are comfortable adapting their teaching. Some suggest that not only are teachers not adept at modifying their instruction due to lack of training, but also that the inclusive model of education is failing the students who find themselves at the middle or higher ends of the learning spectrum (Delisle, 2015). A literature review shows that while teachers believe in the concept of differentiation and inclusion, without targeted training as to why inclusion is important, and how to differentiate effectively, teachers are left unconvinced and unable to do so. In this project, I propose to gain understanding of the roadblocks to inclusion and differentiation in a K-9 school with diverse learning classrooms, and to find a practical solution to assisting teachers with this daunting task. This work is critical to advancing the move towards better meeting the needs of our students while alleviating teacher burnout and stress.

Keywords: Differentiation, Inclusion, Teacher Perspective, Special Needs, Gifted

Students

Introduction

In this paper, I will demonstrate the need for teacher preparation in the area of differentiation in an inclusive school environment. In the background and personal interest sections I will give context to differentiation in Alberta and its relevance to my career thus far. I will define key terms for this paper. Next, I will review 24 papers including empirical studies, articles and book chapters centering on inclusive education, differentiation and teacher well-being. I will use the evidence to underline the barriers to differentiation. Finally, I will present my views on the studies I have read.

Personal Interest

After graduating from the University of Alberta with a Bachelor of Education, which included one Special Education course, I took a job as a middle school teacher in Fort McMurray where I taught languages (English and French) in a dual track school. The school's population was affluent and most of the students were engaged learners who were able to connect well with the curriculum. When I left Fort McMurray and moved to a school in Stony Plain, and in my subsequent assignments, I found more and more students were disengaged from the curriculum and needed adaptations to succeed. Without knowing the term "differentiated instruction" (Tomlinson, 1999), I began to use this concept. I quickly became known as the teacher who could work wonders with difficult students. Little did my colleagues know, I was merely working daily to understand the needs of my students and *adapt the curriculum to them*, rather than asking them to adapt to the curriculum.

Because of my growing reputation as a "student whisperer" I was moved to an assignment which had me working with students who had been apprehended from their biological families, and who had behavioural concerns that did not allow for them to move into

foster care and this allowed me to dive even more deeply into the world of differentiation. Our two-room school house with grades one through six housed students who not only had gaps in their learning, but oftentimes were emotionally unavailable for learning. This four-year assignment allowed me to test out differentiated instruction in an inclusive setting with little pressure from stakeholders to demonstrate large academic gains. My current assignment has me working with teachers to hone their skills when adaptations or modifications are required based on my four intense years of experience.

The government of Alberta began to move away from segregation in the eighties. Inclusion is “specially designed instruction and support for students with special education needs in regular classrooms and neighbourhood schools” (Alberta Education, 2004). With the promotion of inclusive classrooms and the disbanding of specialized, segregated programming, teachers today are responsible for programming for a more diverse group of students than previously expected all while using one prescribed curriculum. In our classrooms, students without Individualized Program Plans (IPPs) may be up to two grade levels below or above curricular expectations.

In my role as Inclusive Education Lead, a large part of my work is in helping identify students who are demonstrating challenges in their learning, and assisting teachers in programming appropriately for those students. I conduct this role by: listening to teacher observations and anecdotal evidence; observing the students in their classrooms, using Level B testing, such as The Weschler Individual Achievement Test - Third Edition, to understand the student’s academic profile; and assisting teachers to write an IPP that will target interventions for the student. At Prescott Learning Centre, there are 748 students, and 97 of those students are on IPPs which pinpoints the need for intervention in literacy or numeracy due to a more than two

grade level discrepancy. This means that slightly more than ten percent of our population is operating below grade level in relation to the curriculum. There is only one IPP that is for a student operating two grade levels above expected. There are only three of 26 classes that do not have students on an individualized plan. This led me to three main questions: Are teachers differentiating for their students? How are teachers differentiating? What types of differentiation have been effective?

Background

Differentiation is a word that is heard in schools all over Alberta. Differentiation refers to the teacher responding and adapting teaching to meet the needs of all students in a classroom, regardless of ability (Tomlinson, 1999). The adoption of inclusion by the Alberta Ministry of Education has brought a diverse learner profile into our schools. Previously, students with greater learning needs were sent to segregated programs such as behaviour classes or alternative classes with small student to teacher ratios where the teachers had specialized training in dealing with behavioural issues, learning challenges or cognitive impairments. Since Alberta Education has adopted inclusion, all students are expected to attend their community school where teachers and specialists work in tandem to ensure the diverse learning needs are being met. This has required teachers to become more skilled at adapting their teaching styles and lesson plans to work with students operating below or above expected levels. The students these teachers are seeing in their classrooms may be diagnosed with Autism Spectrum Disorder, Down's Syndrome, Attention Deficit and Hyperactivity Disorder, Oppositional Defiance Disorder, trauma impacted learning and Specific Learning Disorders such as dyslexia. Additionally, psychologists, psychiatrists, general family doctors, and teachers are now better at identifying these students using psycho-educational testing and the Diagnostic and Statistical

Manual of Mental Disorders (DSM-5). This has led to far more prevalence in the inclusive classroom.

In the reality of today's classroom, being able to adapt and flex teaching to meet the needs of all learners including those at the high and low edges rather than teaching to the average, is paramount. Teacher resources necessary to help develop the ability to differentiate are: time to plan for the complex class; time to get to know their student's needs; and time to understand learner profiles.

Research Questions

The review of literature has been guided by the following questions:

1. Does inclusion benefit all or only some students?
2. What are the barriers to effective differentiation in the inclusive classroom?

Definitions

Inclusive Education. Community schools will provide appropriate programming and support for all students in their catchment (Alberta Education, 2004). Programming will be age appropriate, ability appropriate, and will consider the learner's challenges and strengths.

Differentiation. Using testing, observation, and anecdotal evidence, teachers adapt their lessons to suit the needs of the students. For the purpose of this paper, we will follow Tomlinson's four areas of differentiation in a classroom which are content, process, product and learning environment, which will be defined below (Tomlinson, 1999).

Research Pathway

To locate the literature to guide my paper, I used the University of Victoria library's advanced search and ERIC using the terms "differentiated instruction", "differentiation",

“inclusive teaching”, “inclusive education”, “inclusion classroom”, “Inclusive education barriers” and “differentiation barriers”. This provided me with numerous samples of scholarly articles, peer reviewed articles, qualitative and quantitative studies, as well as book chapters

I have used 33 articles, peer reviewed empirical studies and book chapters to answer my questions. The participants of all studies were educators: pre-service teachers, classroom teachers and administrators who were asked questions surrounding the concepts of inclusion and differentiation. I allowed the chosen literature to go as far back as the last twenty-five years as the push towards inclusion rather than specialty programs has been a focus of the Alberta government since 2004 using a broader timeline of studies allows me to examine the shift in perception, which is one of my focuses.

Literature Review

The purpose of this literature review is to examine the literature surrounding inclusion and differentiation as they relate to the Kindergarten to grade nine classrooms. It is important to note that the practice of inclusion varies so greatly between schools, that it is difficult to research conclusively, however for the purpose of this paper, I have chosen to use a broad scope using inclusion and differentiation as defined above. In the interest of treating the two separate yet connected concepts of inclusion and differentiation, I will divide the review accordingly.

Does Inclusion Benefit Some or All?

Inclusion in Alberta is not just about bringing students with diverse learning needs into the classroom but is about the belief that all people are able to learn when provided with quality learning opportunities (Alberta Learning Special Programs Branch, 2004). When inclusion is implemented in schools, it will further the move away from prejudice, better the social and academic outcomes as well as remove barriers for students with special needs, both impairment and elevated ability, and by proxy, all students (Mag, Sinfield, & Burns, 2017). The United Nations Inclusive Education Committee Chairperson Maria Soledad Cisternas Reyes found that inclusion was a key to fighting discrimination while developing diversity in the societies in which persons with disabilities live (“Inclusive education vital for all,” 2016). Some, such as Nussbaum (2006), believe that inclusion does not really exist as all children have varying degrees of ability, of background knowledge, of impediments, and in fact that there is no such thing as a “normal” child. All learning must be individualized and is not relegated to the “special needs” student (Bossaert, Colpin, Pijl, & Petry, 2013). To answer the question *does inclusion benefit some or all* I will divide the student population into three groups, special needs students which includes those with cognitive, physical, behavioural or learning considerations, average

students who fall within one grade level above or below standard expectation, and students who are two or more grade levels above expectation and therefore classified as gifted.

Benefits to the Student with Special Needs

For the purpose of this review, students with special needs include students with cognitive impairments, behavioural difficulties, and students with specific learning disorders (SLD). When students with special needs are given the opportunity to work alongside their peers, they often find their differences to be less than originally perceived. The inclusive classroom allows students to find similarities amongst their differences and to understand that strength comes in many forms. This potentially reduces stigma and fosters the idea that each of us has strengths we are able to offer to our classroom community (Lalvani, 2012). It also allows students with learning difficulties opportunities to grow their social circles and create new friendships within their communities (Mastropieri & Scruggs, 2001).

Another benefit to students with special needs being placed in the inclusive classroom is the modelling of appropriate behavior (Downing, 2010). This new-found time in age related social circles allows the student to have exposure to a much broader social base and the wide variety of social norms. It must be noted that this is a benefit when the general education classroom is open to the student and the student is within the classroom the majority of the time, rather than a “visitor” some of the time (Lalvani, 2012).

While the greatest benefit to students with cognitive, behavioural or learning difficulties listed in the research is the social opportunities, it should also be noted that there are academic benefits as well. When a teacher is able to reject “the notion that some children are ‘smarter’ than others” (Lalvani, 2012) and instead assume competence in all learners, there are benefits to *every* student in the classroom. It is also beneficial to have students with special needs in inclusive

classrooms as they benefit and learn from the modelling by the more “able” students (Ruins & Peetsma, 2009). By placing special needs students in an inclusive classroom, we expose them to a greater variety of learning opportunities allowing them to help us discover their true abilities outside of the standardized testing box.

Benefits to the Average Student

Many teachers, find inclusion difficult to understand as they question if it “holds back” the students of average need (Lalvani, 2013). As Shelley Moore (2018a) explained it is not harmful to any of the students to review concepts at the base level with their fellow “special needs” student, but rather activates the background knowledge necessary to allow the concept to be explored with confidence. The harm, she advises, is staying too long in this phase. In fact, by ensuring that the concept to be explored has a solid base, which is re-teaching for some students and new learning for others, there is the opportunity to fill in gaps for those students who are weaker in the area (Moore, 2016). This would bolster confidence for those students and allow them to feel more confident in risk-taking in the classroom.

One notable benefit of inclusion to the average student is that often students with special needs bring more intentional support into the classroom such as Educational Assistants (Ruijs & Peetsma 2009). If the inclusive classroom is well supported, this could benefit all students. Students without disability in the inclusive class were found to achieve better on test scores overall which is explained by the benefit of the extra support inclusion brings (Cole, Waldron & Majd, 2004). To teach in an inclusive classroom, the teacher must use more adaptive measures which will benefit all students (Ruijs & Peetsma, 2009).

Benefits to the Gifted Student

While literature pertaining to the effects of inclusion on the gifted student is limited, there is evidence that without proper programming considerations and differentiation, gifted students are spending 80% of their time in the general education classroom working on grade level material which is comprised of 40-50% redundant material (Callahan, Moon, Oh, Azano, & Hailey, 2015). In fact, the changes and adaptations teachers are making to lessons for gifted students are minimal (Archambault Jr, 1993). Gifted students are impacted by the teacher's ability to meet their need to be challenged and have interesting opportunities that speak to their unique abilities.

In Archambault's study (1993) it was found that the adjustments provided in classrooms for gifted students include eliminating material that the student has mastered, allowing the student to participate in learning opportunities with higher grade levels, and accessing resources with more advanced material, however these opportunities were offered only a few times a month for most. It stands to reason then that gifted students in a classroom with a broad spectrum of needs would have even fewer opportunities to be challenged unless the teacher was explicitly programming for their giftedness. While it may not be challenging to a gifted student to be in an inclusive classroom where they are exposed to redundant and easily mastered concepts, it is important to note that being on the higher end of the continuum of intelligence feeds their self-concept while being in a segregated program where they are "normal" may be unsettling (Coleman & Fult, 1982). If the premise of an inclusive classroom is to have all students' learning needs met, then the needs of the gifted student should be considered with as much vigilance as those of the lower end students. This includes providing challenges and extensions regularly as well as measuring the emotional well-being of the gifted student.

Conclusion of Benefits to Students

While it is difficult to find a person who would argue against the philosophy of inclusion, many teachers do not understand the benefits of the inclusive classroom, but rather see it as a barrier to the other students in the classroom (Lalvani, 2010). In a classroom where there are a greater range of learning challenges or needs, teachers are required to become more in tune with the learners in the class and seek out universal and targeted strategies to teach their students rather than resting in the stale, albeit comfortable methods of the one size fits all approach to instructional delivery and assessment. All students need to have quality learning opportunities, that are customized to their level in order to grow and progress authentically. This asks teachers to continually assess their students' learning and progress rather than pushing through provincial mandated curricular objectives., Clearly, to meet all the learning needs in today's classrooms, teachers must differentiate their instruction.

Barriers to Differentiation in the Inclusive Classroom?

Differentiation requires that teachers understand each student's educational needs with respect to readiness and learner profiles, and that they adapt curriculum, while considering the process of learning and the products of learning relevant to the child so as to plan lessons accordingly (Tomlinson, 2014). In today's classrooms where the number of students with learning disabilities has grown in the United States from 31.6% in 1989 to 51.9% in 2004 (Ferguson, 2008), the need for differentiation to ensure there are quality learning opportunities for all is even more important. Differentiation does not simply mean that each student should have a different number of questions to answer, but that the learning challenge presented is at the appropriate level and the feedback given is maximized (Hattie, 2008). Differentiation requires

time and attention to sometimes almost imperceptible changes in each student. It also requires teachers who believe that all students can learn when given the opportunity.

Barrier of Teacher Perception of Differentiation

The move towards inclusion and away from segregated classrooms has been growing from theory to practice over the span of the last twenty years but has become a standard expectation in Alberta within the last decade (Alberta, 2004). Moving students from segregated classrooms with teachers who were specially trained to deal with their particular needs, into classrooms with a more diverse student profile and a teacher who may not have been trained specifically to work with the various challenges students present has created an ever-growing need for differentiation in the classroom. It is not enough to place the students together in a classroom and have them share space in a sort of forced togetherness (Moore, 2016). Inclusion is having all students together working on an overall concept in a way that meets their educational needs (Tomlinson, 1999). While the idea of inclusion is well respected in schools, the barriers are many.

Despite the outlook of Alberta Education, teacher perception is that inclusion benefits the individual with cognitive impairment but is a disservice to the students in the classroom when the student with behavioural challenges is included (Lalvani, 2013). These teachers are willing to have students with “special needs” such as developmental disorders or neurological disorders in their classrooms more readily than students with behavioural issues, even though the prevalence of behavioural diagnoses is growing. One in ten school aged children meet the criteria in the DSM-IV for a disorder requiring treatment (Ford, Goodman, & Meltzer, 2003), so the likelihood of a teacher encountering a student with a disorder, either behavioral or a specific learning disorder is undeniable.

Barrier of Teacher Preparation

The United Nations Convention on the Rights of the Child (UNCRC) in 1989 stated that “all rights are indivisible and interrelated” (cited in Stubbs, 2008) thereby ensuring that inclusion was highlighted. It redefined the educational rights of children with disabilities. While a segregated class allowed an educational experience, it violated the student’s right to remain in their community, have their views taken into account and to non-discrimination (Stubbs, 2008). Governments were left to reevaluate how they could meet students’ needs without violating their rights. Inclusion was the answer. Schools worked to find ways to integrate students with disabilities into traditional classrooms.

As schools worked to integrate students into traditional classrooms, universities continued to offer special education classes as an add-on to education degrees. While universities are teaching the theory behind inclusion, preservice teachers are looking for opportunities to learn to adapt curriculum and collaborate to meet the needs of all the diverse learners (Titone, 2005). Teachers receive four to six years of university or college level education that entails twelve weeks of practicum dependent on the provincial requirements. During these four to six years, they are introduced to many pedagogical practices including Differentiated Instruction. Most universities require pre-service education students to take one or two special education classes to learn about some of the challenges that will face their students. If we consider a three-credit undergraduate course as forty-five hours of study as noted on the University of Victoria website, it becomes clear that this minimal time would not be adequate to address the myriad of special learning considerations found in an inclusive classroom.

In the university classroom, teaching has traditionally happened in a large class lecture format which does not lend itself or model differentiation for the students. If teacher educators

believe in differentiation and model it, preservice teachers will be more apt to use it in their practice (Santangelo & Tomlinson, 2012). In fact, while modelling using learner profiles, student readiness and differentiated instruction to preservice teachers, university instructors and professors found their students became more engaged in the lessons and materials (Titone, 2005). However, teachers already in the system were not provided with this modelling and rely on professional development to capture the skills necessary to be successful teachers in an inclusive classroom (Titone, 2005).

Barrier of Teacher Perception of Inclusion

Teacher perception of differentiation is a mighty barrier to the success of the inclusive classroom. Many teachers who perceive that one method of teaching is the best to teach do not believe it is possible to multitask by having students do several different things within the same curricular goal (Dixon, Yssel, McConnell, & Hardin, 2014). There is also the belief that the special learning needs of the lower end children are addressed at the expense of the average or gifted student (Lalvani, 2013). While it has been demonstrated that this is not the case (Black-Hawkins, Florian, & Rouse, 2007), in my experience as an Inclusive Education Lead, I hear this opinion repeated daily. The general sentiment of teachers is that the research about, and support given to inclusive education does not accurately reflect what is happening in education (Black-Hawkins, 2017).

This is even more apparent when curriculum expectations are addressed, with educators questioning if the student can meet the curriculum, rather than working to adapt the curriculum to the student (Lalvani, 2013). If teachers approach students who have needs in fear, the

differentiated instruction will be surface at best (Titone, 2005). Many teachers also approach inclusion and differentiation as categories of need, grouping needs into boxes of diagnoses (Black-Hawkins, 2017). One diagnosis of Autism Spectrum Disorder (ASD) does not necessarily line up with another as there are too many variables that come into play, such as but not limited to, gender, socio-economic status, family composition and age.

For a number of teachers, the perception of differentiation is that allowing a student who struggles to “skip a couple questions” or have extra time, is sufficient. Carol Tomlinson, who is a well-respected expert in differentiation would argue that this perception is incorrect. In fact, in one study by Moon, Tomlinson and Callahan 50% of teacher respondents stated they did not differentiate because they saw no need to (as cited in Dixon et al., 2014). Given all the changes to classroom composition due to inclusion, we must ensure our teachers understand the importance of, are prepared and encouraged to use differentiated instruction that considers these many factors as a key strategy to their teaching practice.

Barrier of Time

The greatest barrier affecting teacher ability to differentiate effectively is planning time (Roy, Guay, & Valois, 2013; Southworth, 2002; Titone, 2005; Tobin & Tippett, 2014). Without time to plan lessons that incorporate all learning styles, and that reflect learner profiles, teachers are unable to ensure diverse learning needs are being met. It is paramount that teachers approach curriculum “with a responsive disposition ... that is flexible and opportunistic” (Tobin, 2008). It takes skill to create an inclusive classroom that balances meeting curriculum expectations with meeting student needs, all while helping students without hovering (Downing, 2010; 2012). Providing the time and resources to prepare requires the school to have a culture of collaboration and willingness to take risks within the curriculum without fear of punishment (Dijkstra,

Walraven, Mooij, & Kirschner, 2017). In a culture where school performance is measured by standardised testing, there can exist a fear of under achieving. However, if the school culture promotes the idea that inclusion does not, in fact, hinder achievement in curriculum, but instead provides deep learning opportunities because of the variety of learners in the classroom, the fear of failure becomes lessened (Seale, Nind & Simmons, 2013). A school culture that promotes and embraces risk-taking must also provide collaborative time for teachers to learn, explore, and practice a variety of methods for differentiating. This can happen during professional development opportunities at the school, district, or specialty course level (Dixon et al, 2014; Fullan, 2007).

Conclusion

After reviewing the literature on inclusion and differentiation, one thing is abundantly clear: inclusion is not going away. Students are entitled to quality education within their communities and their community schools are obligated to provide for them. In order to ensure we are meeting students' needs, we must intentionally plan for all our students. This requires teachers to understand the needs present and adapt their teaching and the curriculum in a responsive way. The barriers of pre-service preparation, teacher perception and time are great, but with schools acknowledging said barriers and explicitly working with their communities to provide understanding, teachings, and time, teacher skill will grow to meet the diverse community it aims to advance.

The Project

Given the barriers to differentiation in the inclusive classroom identified in my literature review, I have developed a nine-part professional development plan which intends to bring staff together to ensure a collective understanding of inclusion, introduce and/or enhance existing differentiation practices and allow collaboration to model and grow inclusive and differentiated pedagogy.

It is important to note that this plan outlines the professional development structure, but cannot be comprehensive because, much like the students we are working with, teachers will also have varying degrees of readiness, ability, motivation and understanding. As we lead the professional development, we must be responsive to the needs of our teachers and therefore, this plan cannot anticipate every possible issue. Instead, I will propose this plan and each team that puts it into action would modify based on needs.

Session One (two hours)

In this introduction to the professional development learning opportunity, the leader will begin by asking the teachers to complete a survey on google forms found at <https://goo.gl/forms/i8hMQwUdMMVofwrH3> (Appendix A). The survey has two sections, the first on inclusion and the second on differentiation. The leader must make it abundantly clear that the survey is entirely confidential and the purpose is to give the leader feedback to help plot the course of the plan. The survey's questions aim to collect self-reported data on the perceptions and understanding staff have about inclusion and differentiation. This survey data will impact the trajectory the plan takes, however for the purpose of this project, I will assume the survey will reflect the findings of the literature reviewed above. In order to ensure that staff complete the survey, 15 minutes of the two hour time will be allotted for survey completion.

Next, the leader will share chapter one from June Downing;’s “Academic Instruction for Students with Moderate and Severe Intellectual Disabilities in Inclusive Classrooms” (Downing, 2010). The intention of this reading is to help inform teachers of the history of inclusion, the definition of inclusion and to begin to explore the teaching aspects of inclusion. The leader will ask the team to divide up into groups of four or five and read sections of the article with these questions to reflect on:

- What is a key take away in this section?
- What is surprising to us as a group?
- Are there pieces that I need more information on?
- Based on my experience, is there anything I would add?

The group would read the section, discuss the section and record their reflections to share with the larger group. The sections would be divided as follows:

- Historical perspective (pp. 2 – 4),
- Present situation (p. 5),
- What is inclusive education? (pp. 6 & 7),
- What is not inclusive education? (p. 8),
- Recommended practices (pp. 10-12),
- Recommended practices (pp. 13-16).

The section on “targeted students for this text” would be passed as only one chapter would be discussed in the group.

During the group share, the leader would have someone take notes and the document would be placed in a prominent area and referred to within the upcoming professional days. The professional development leader would return to the document to note things the group has

answered, built upon, or refuted throughout the process. This reading, reflecting and sharing opportunity may take an hour or more, dependent on the engagement of the group and their prior knowledge of the topic.

At this point it is recommended that the facilitator spend some time outlining their division's inclusive procedures. In Parkland School Division (2016), we have a formal "Commitment to Inclusion" statement and this would be the time when I would share it with the team.



Figure 1. Parkland School Division's Commitment to Inclusion statement

To conclude this professional development time, the leader must encourage the team to spend time considering the responses to the survey and encourage them to reflect on their classroom composition. It is important that the facilitator thank the team for being open to the learning opportunity that is present within this professional development plan.

Session Two (1 hour)

Session two would begin with a welcome and an invitation to be open to spending time digging in to the concepts of inclusion and differentiation, how these concepts are found in the school, and how the team can grow their practice to reflect the needs of the students. The division's statement of inclusion should be revisited as should the notes from the previous session's discussion on the Downing chapter. These notes should be prominently displayed on large note papers around the room at every session and referred to often.

The results of the survey should be shared with the team. Given the research found in the above literature review, it is expected that there will be a variety of responses with teachers questioning inclusion and reporting they find differentiation difficult or unnecessary. Allowing that this project is a plan that has not yet been implemented, I do not have results to share at this time. After sharing the breakdown of the survey with the team, the facilitator would ask if there were any surprises or concerns. This could lead to a discussion with the group.

Next would be the presentation of the slideshow I created entitled "Differentiation" found here https://drive.google.com/file/d/0B-StO_ZLDRyyampQTUZZBSEFsd00/view?usp=sharing (Appendix B). At this point we introduce the vocabulary as outlined by Carol Tomlinson. The talking points are outlined and can be found in Appendix C. This slideshow outlines points as to why differentiation is important and what items we can focus on to ensure that our programs are meeting the students' needs and are within the mandated curriculum.

After this overview of differentiation, it is time to assess team comfort and practice with differentiation. To do this we will employ the "Teacher Inventory" (Heacox, 2009) (Appendix D). The Teacher Inventory is an individual self-assessment in three areas of differentiation: curriculum; instructional planning; and flexible instruction. After the self-assessment is completed, the team would move into their grade level teams to share their findings. They are

encouraged to share any surprises or confirmed notions with their groups as well as the one strategy they committed to attempting to incorporate into their practice.

This session is meant to take an hour. The conclusion of this session again thanks the team for staying open to learning and growing their practice to best serve our diverse needs.

Session Three (2 hours)

Session three begins with a welcome and a thank you for being open to our learning. The pattern of our professional development is that we would revisit the division's statement on inclusion and our notes from the reading we completed as a team.

It would be important here to ask the team to table share their thoughts on the learning and any revelations or concerns that they have discovered since completing the first two sessions. The facilitator would ask them to think about the article, the slideshow, and the teacher inventory. Questions such as:

- "Has anyone attempted to research or incorporate a lesser used strategy they discovered in their inventory?";
- "Are there any barriers preventing you from trying?"

could prompt the discussion. This time would be determined based on engagement, with the leader walking around the tables to determine if the conversations are on task and need more time.

Here we will introduce Tomlinson's book "How to Differentiate Instruction in the Mixed-Ability Classroom" (2017) as a book study. Each participant will need their own copy of the book to study. In the interest of time, we would explore the book by chapters together. The group will divide into seven groups to study one chapter each. There is no sample here due to copyright law, and please note that it is important to have a copy of this book for each staff

member. The team will present their findings in any way they deem appropriate, but they will be expected to share to the group their findings using these three prompts to guide them:

- What is essential in this reading?;
- What is surprising in this reading?;
- A further question we have after this reading would be...

The groups would be divided by interest to read the following chapters.

- “The Role of the Teacher in a Differentiated Classroom” (pp.34-42)
- “Planning Lessons Differentiated by Readiness” (pp.83-94)
- “Planning Lessons Differentiated by Interest” (pp. 95-109)
- “Planning Lessons Differentiated by Learning Profile” (pp. 110-123)
- “Differentiating Content” (pp.124-132)
- “Differentiating Process” (pp. 133-141)
- “Differentiating Product’ (pp. 142-156)

The chapters are short to read, so it is estimated teams should be given half an hour to forty-five minutes to read and plan their sharing. Sharing will take approximately forty-five minutes given the time for discussion and questions from the group.

To gather information and evidence of team learning, it is highly suggested that pictures, videos and notes are taken. This allows the facilitator to reflect on the engagement and needs of the groups and be responsive in adapting and differentiating these plans for their team.

Session Four (two hours)

It is recommended that each session start with the division’s statement of inclusion as well as some form of welcome and gratitude for being open to growth in their teaching practice however the facilitator will use their judgement of the participants’ needs to discern the script.

The facilitator will refer back to the prominently placed notes from the first session. It is

important to highlight that the learning about inclusion and differentiation has built to today's work which will have a more practical application than the theory and reflection of the previous sessions.

Individually, teachers will be given a Classroom Review Recorder template (Appendix E). This template (Brownlie & King, 2000, as cited on Moore, 2016) asks the teacher to reflect on the class and identify what is going well (classroom strengths), where there are struggles (classroom stretches), goals, decisions, and individual student concerns. The facilitator will spend some time explaining that starting by reflecting on what they are seeing will enable the teachers to begin to intentionally plan and program for individual student need. At this time, the leader should also indicate that it would be logical to leave the decision portion of the form blank until they have completed the second activity. While this portion is completed by the homeroom teacher independently for kindergarten to grade five or six, depending on the school set up, they will be asked to go into their grade level teams to share once it is completed. For the middle years teachers, this task should be completed independently by homerooms, with the understanding that because many teachers see the students there will be variation between courses. This will be addressed in the next activity.

It is important to note that while the first three sessions of this plan could be condensed into one or two days of professional development at the beginning of school year when the teachers are higher energy and excited to start the school year, session four would be most beneficial at the six or eight-week mark of the school year, when teachers have a better understanding of their students and the class as a whole.

Upon completion of the class review, in grade level teams, teachers can share their findings and confer with their colleagues. There may arise new ideas in the sharing opportunity

which can be added to the template. As always, ask participants to share any information that was interesting to them with the larger group. This is also the point where the facilitator should inform the team that the information they will gather and place on any of these templates may be sensitive and should be held securely to ensure confidentiality.

Next, we will introduce the Response to Instruction Multiple Lenses template (Moore, 2017) (Appendix F). An important concept the facilitator must underline is the potential variances in ability for each student. Given that students have different strengths and challenges, needs may vary from subject to subject and an understanding of this is crucial to knowing the student. In teaching teams, participants will place their students on the pyramid using the concept that students who need the least support will be Tier 1 and students who require the most support are placed in Tier 3.

This requires the teachers to work together if the students see multiple teachers. This is also the part of the professional development plan that may cause the most conversation or debate. The facilitator must remind the teachers that this section of planning is essential to knowing their students and may identify some students who are not very well understood in their classes. The facilitator should circulate to note the tone of the conversations and take time to steer groups who are falling into complaints back to trying to understand the student's needs.

To conclude this time, the leader will ask if anyone discovered anything interesting about their class or team in this process. This could elicit important team conversation and the facilitator must remain attentive to the climate of the group. In completing these activities, this professional development plan challenges some traditional teaching practices and participants may become uncomfortable. It may serve the participants if the facilitator acknowledges this and thanks them for allowing the time and opportunity to question our own practices.

Session Five (two hours or more)

Participants will bring their documents with them as well as a concept they would like to plan a lesson for using a differentiated approach. To begin this session, the facilitator will begin by revisiting the division's statement of inclusion.

Next we will introduce lesson planning tools. We will use the grade five math example as found on Shelley Moore's website to help us understand how to implement the templates to create our own lessons. The goal of this session is for each teacher to walk away with one lesson they can attempt with their class. It is important that the leader explain that for many of the tools we see in our professional development plan, the key is to know that there is front end work that seems tedious at first, but like anything, with practice it becomes easier to use. It is also important to note that in using these templates regularly, reporting on student progress becomes easier as the reflection of the teacher is done daily and a clear picture is developed.

The example that will be presented is the Math 5 Measurement (Moore, 2013) (Appendix G). The facilitator will walk through the plan to explain the templates which include:

- the Class Review Recorder template;
- the Response to Instruction Triangle;
- the Unit Concept Breakdown;
- the Universal Design Planning Triangle;
- the Inclusion Triangle; and
- the Lesson Plan template.

By reviewing this group of templates through the example, the teams will begin to understand the thought that is put behind each lesson to ensure programming for students in an inclusive classroom is intentional. The leader will note that while this class does exist, all names

have been changed and the school has not been identified so as to maintain confidentiality. This would also be a place to remind the team that these templates should be kept secure as there is information of a sensitive nature contained within.

It is recommended that the facilitator of this section has completed the three-day workshop with Shelley Moore, the creator of these templates. Here I will provide basic information about these templates.

The Class Review template (Appendix E) is a tool we explored in session four and is used to create a snapshot of class dynamics and class needs. Here, the fictional teacher Mr. Marcus, is using the form to review his class needs while preparing to plan a mathematics lesson.

The Response to Instruction Triangle (Appendix H) created by Mr. Marcus identifies which students need greater support and which students are more independent or need extension. The facilitator will note to the group that the students are intentionally placed in the triangle to represent where the teacher believes they are in terms of need of support. In this example, we see that Derek will require the highest level of support and Lonnie, Jadin and Chris will require extension activities to support their needs.

Next we will explore a new template, the Unit Plan template (Appendix I) where we will list the Unit, the Big Question, Big Ideas, Learning Objectives (PLO), Ideas/Concepts, and Questions. The far-right box is labelled All/Some/Few. The intent of the box is to determine which questions are focused at all the students, some of the students and few of the students. This concept is essential to the idea of providing quality learning opportunities to all students. This is where we ask ourselves what questions we expect all students will be able to answer, which some students will be able to answer and which only a few are going to achieve. This allows the students to choose their level of drive. If we ask that everyone work to achieve this

goal, and we ensure the goal is achievable by all, but we present the opportunity to stretch to the next level, we give students the autonomy to decide. One issue that happens in classes is the student reporting being finished very quickly. If a student who we believe should be reading the “some” level reports to the teacher that they have completed their work after the “all” level, then we coach them by asking what could be done better. Even if there is refusal to stretch to the next level, they have achieved the goal they needed to reach. This section will incite many conversations and may take some time.

Next we will note that in the grade 5 example there is a second Unit Plan template which was created for two students who are a part of the class, but not working on grade level curriculum. Note that it is still related to the same main concept as the class, however it is three grade levels below.

The next template we will investigate is the UDL Planning Triangle (Appendix J) which is used to place our lesson plan into a quick snapshot view. Listed are the goals for all, the goals for some and the goals for few. Note the small box at the top right which is the access point goal for those students with needs that are outside of the scope of the grade level curriculum.

The Inclusion Triangle template (Appendix K) is the snapshot of what kinds of intentional supports we need to use to ensure the students will reach their goal. This template can also be used to note the tools the teacher will need to provide such as graphic organizers, for the students.

Finally, we present the Lesson Plan template (Appendix L). In this template we synthesize the information gathered in all the templates to create a quick view of the lesson’s connecting activities and materials needed to achieve the lesson. On the far right, there is a

column with Cooperating Educational Assistant tasks. This is an essential category as it explicitly informs the assistant in the room of their goals in assisting students.

Once the facilitator has gone over the example plan, it is time to let the team collaborate in attempting to create their own plan. It is recommended that the leader circulate to answer questions or ask guiding questions to advance the thought process. The amount of time needed for this truly depends on the participants and the facilitator would need to use their judgement to decide when to end the planning session.

Session Six (1 hour)

This is the point to check in with the team. This session will start with a reminder of the divisions statement on inclusion and a thank you for being open to the growth opportunity. Being half-way through the professional development plan, this is a chance for participants to share their thoughts on the process and how it is impacting their teaching practice. In multi-grade level teams, participants will be given a chart paper and asked to answer questions. The questions will include:

- What changes have you noticed in your teaching practice since starting this professional development?;
- What questions have come up or are still unanswered in this process?;
- Have you had any “aha” moments?

The groups will have ten to fifteen minutes to capture their answers and then hang their chart paper around the room. Teams will then move in groups around the room to read and converse about the thoughts captured by the other teams. Each team should be given sticky note pads to add their thoughts to other chart papers as the discussion reveals more thoughts, ideas or questions.

Returning to the large group, the facilitator will ask if people would like to share any particular successes or struggles that came up in the lessons they developed in the previous session. This would also be the time to review the results from session one's survey to see the progress that has been made and to determine if there needs to be further review of specific concepts.

The facilitator might take a moment at this point to remind participants that growing their teaching practice does not happen quickly, but instead with research based knowledge and small changes.

Session Seven (two hours)

To start this session, it would be important to have some feedback on how the planning of the lesson plan progressed, if the lessons were implemented and if so, were they successful. This could lead to some interesting talking points within the teams. If the team has been receiving the professional development in a positive way, it could be done as a large team. If there has been a less than positive reception, it may be better to complete this in small groups.

This session dives into some ways to differentiate using programs that are already developed. While many programs speak to differentiation and scaffolding learning, these programs are promoted in our school. This session's materials should be modified to reflect the reader's needs within his or her educational setting.

At Prescott Learning Centre, we support differentiation through the use of Word Their Way for literacy (Invernizzi, 2009) and Leaps & Bounds Toward Mathematics Understanding for numeracy (Small, Kubota-Zarivnij, Lin, 2011). This two-hour session would include in-house experts currently using these two programs explaining the rationale behind using these programs and how they support the diverse needs of students. The experts would bring examples

of work, classroom set up, videos of the programs in action and would lead the teams in role playing students attempting the tasks. The team would be divided into two groups and switch between the literacy and numeracy presentation.

Word Their Way is used in our classes to build phonemic awareness and word understanding. While it is currently used in our elementary classes, it is appropriate for junior high students with some modification. The students are pre-assessed by teachers and separated into their groups. The groups are fluid and the teacher moves the students weekly depending on their need. The program is set up in centres so each group is working on a task and the teacher is explicitly teaching a small group of four or five students. The tasks include reading, building words, cutting and pasting words, tic tac toe task choices which means the work incorporates all learning styles at some point.

Leaps & Bounds Toward Mathematic Understanding is a program that uses an easy to use pre-assessment tool to gauge the students' concept knowledge in Math. The program is divided into grade levels 1/2, 3/4, 5/6, 7/8. The pre-assessment places the student at or up to two grade levels above or below the expected understanding. Once the assessment is marked, the teacher manual gives a background on what concept may have been missing and explains strategies to help teach that concept. For the students who are assessed as being above grade level, the program suggests extension activities and tasks to challenge.

There are a plethora of programs that lend themselves to differentiation. These two programs were chosen for this session as they are purchased and promoted within the writer's current school.

Session Eight (two hours)

This session is a working session. After revisiting the division's statement on inclusion, the team breaks into their grade level teams to bring their classroom profiles to each other to discuss the next year's class composition and support needs. Here the "experts" in their classroom will discuss how to best cluster students together to try to optimize groupings for the next year. The team will create potential class lists with support recommendations. This is also the time for them to discuss what has been working in their classrooms with regards to this professional development plan, and where they need more information or support. Each team would be asked to complete a final survey found here <https://goo.gl/forms/1Uxg67SvIfbhAeZq2> (Appendix O).

Session Nine

As the final session, the participants will review the division's statement on inclusion and revisit the notes from the first session. The facilitator will lead a discussion on how the participants have been impacted by the learning, and what next steps should be taken to ensure the growth continues. The results from the survey taken last session will be shared with the group and the facilitator will note any comments of additions based on team feedback.

In the last session, the teams discussed class compositions and created potential class lists. The teams will be given the chance to share with next year's team some of the strengths and challenges to begin preparation for transition.

The final note will be the gratitude expressed by the facilitator for the hard work by the participants.

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Appendix A

Inclusion and Differentiation: Where do we as a team stand?

The purpose of this survey is to understand , as a team of professionals, where we stand with regards to inclusion and differentiation. The responses will be confidentially collected into a spreadsheet and used to guide our professional development over the next year. No email addresses will be collected nor names asked however, should you like to explore these ideas non-confidentially, please come and speak to the P.D. leaders.

NEXT

Inclusion and Differentiation: Where do we as a team stand?

Inclusion

In this section, we explore the concept of inclusion.

Which definition best fits your understanding of inclusion?

- Inclusion means that all students are included in my classroom regardless of ability?
- Inclusion means that all students are provided with quality learning opportunities in a variety of ways in and out of my classroom?
- Inclusion means that students with a varying level of needs are placed in my classroom and I am expected to program for them.
- other

If you chose "other", please explain your understanding of inclusion.

Your answer

What are the benefits of inclusion in your classroom?

Your answer

What are the challenges of inclusion in your classroom?

Your answer

When you face a challenge in your inclusive classroom, what resources or supports do you access to help you navigate the challenge?

Your answer

What do you believe to be missing in way of supports or resources for your practice?

Your answer

Please share any final thoughts you have as to the practice of inclusion in our district.

Your answer

BACK

NEXT

Never submit passwords through Google Forms.

Inclusion and Differentiation: Where do we as a team stand?

Differentiation

In this section, we will explore the concept of differentiation.

What does differentiation mean in your classroom? Feel free to use jot notes to explain your practice.

Your answer

How comfortable are you with the practice of differentiation in your classroom

	1	2	3	4	5	
I'm not confident in my practice of differentiation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am very confident in my practice of differentiation.

How do you determine what differentiation practices to use in your classroom?

Your answer

What are the barriers to differentiation in your classroom?

Your answer

What resources or supports are missing for effective differentiation in your classroom?

Your answer

Please note your final thoughts or comments on differentiation.

Your answer

Thank you for your open and honest information. All information will be used to create a cohesive professional development plan intended to make the most of our time together.

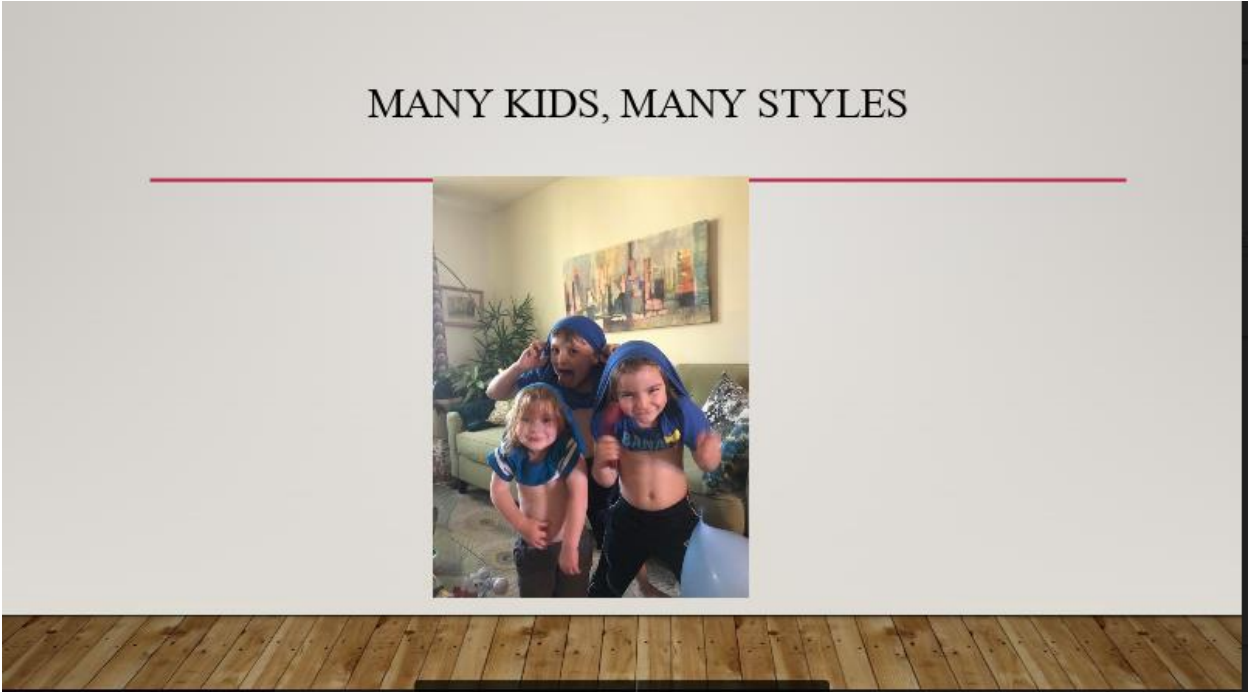
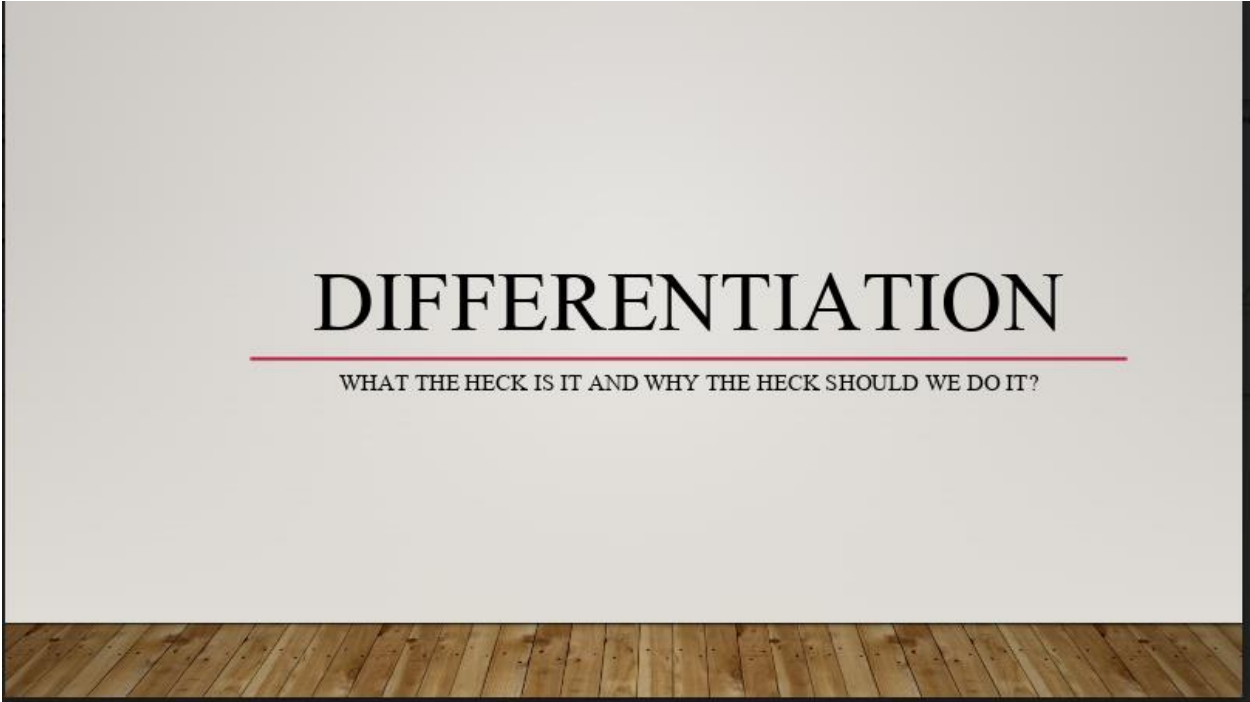


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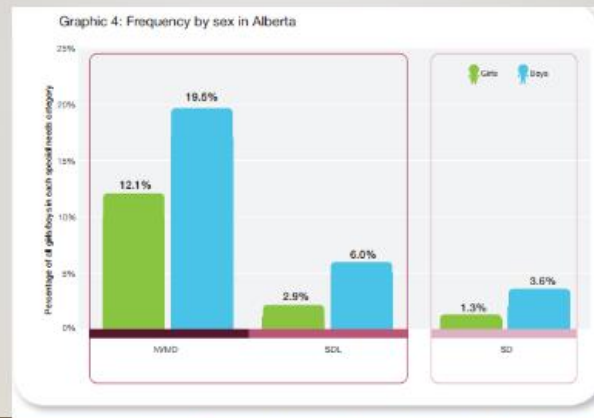
SUBMIT

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Appendix B



AS A MATTER OF FACT:



A CASE AGAINST DIFFERENTIATION

Differentiation and the inclusive class are not conducive to good learning.

We can't figure out what to differentiate: curriculum, instruction or both?

bored

THE PRO: CAROL ANN TOMLINSON



Differentiation is simply a teacher attending to the learning needs of a particular student or small groups of students, rather than teaching a class as though all individuals in it were basically alike.

— Carol Ann Tomlinson —

AZ QUOTES

DIFFERENTIATE THE:

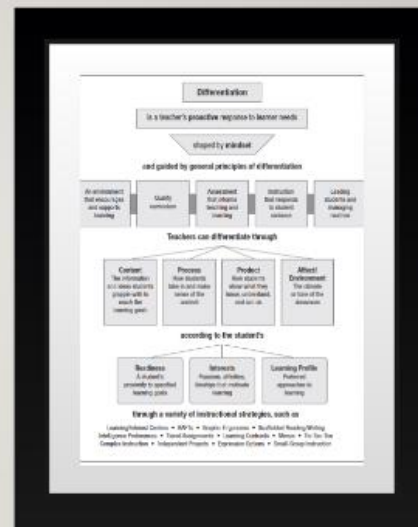
CONTENT
PROCESS
PRODUCT
ENVIRONMENT

For the student's:

Readiness

Interest

Learning Profile



WHEN TO DIFFERENTIATE

Always...sort of.

Know your students so you know what they need.

- Using formative assessment
- Using observations
- Developing relationships
- Assuming they can do great things, and scaffold the learning up

I'M OUT OF IDEAS – WHERE DO I TURN?

- Colleagues, Learning Coach, Inclusive Ed Lead
- Expert – Tomlinson has several books
- An important expert we often forget: the student!

AN EXPERT'S FINAL WORDS



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Appendix C

Slide 1: Purpose of PD

Today we are going to examine research and practices surrounding differentiation. To help you understand my context and my stake in this professional development, as well as to give you some evidence that I have spent time in this research, let me give you a little background. I am a fifteen year teacher who has taught classes from grade four to grade twelve. I spent five years in French Immersion, six years in diverse learning classes and three years in high school in an outreach scenario teaching high needs and traditional students. Then, in 2016 I started at Prescott Learning Centre as Inclusive Education Lead. I have many years of hands on experience with differentiation. I am not an expert, but I know where to find them.

Slide 2: Why do we differentiate?

Meet some kids. Jack, Frank, Ted

All raised by the same parents, but they are very different. Look at their faces. Jack is having fun, but is still showing his reserve by turning away from the camera. Frank is ready to fight; he is fearless. Ted knows they are being silly, but he doesn't know if he is doing it right, so he picks his belly button.

Now let's say I want them to add 20 and 30. Ted is young, and is not ready for that task, so I will give two red smarties and three blue and we will count them together..

Frank is young but he is very advanced and has incredible verbal skills. For him, I will write out the equation and we'll discuss addition as a concept. We'll also have a chat about why he should learn this stuff as he is the type of kid will say that he should just use a calculator. At five...

Jack has been diagnosed with dyslexia and dyscalculia. We will discuss strategy and write it out. We will use manipulatives and I'll show him how to do it on a calculator. We may need to revisit it tomorrow.

This is your classroom.

You have a Ted. You recognize he isn't ready for the concept so you modify the expectation to help him build his knowledge base.

You have a Frank who functions way higher than the norm and may in fact cause you many problems if he gets bored.

You have a Jack who has an IPP, needs you to use all your tools and look for others to create success. This is differentiation.

Slide 3

Let me share with you some startling numbers from a very reliable source. This study was completed from 2009 to 2013 and studied kindergarten aged children's abilities. It was published in 2015. The results of this comprehensive quantitative study found some fascinating numbers that may make you want to revisit some practices.

- there were large differences in the percentage of children with diagnosed disabilities from one community to the next: the percentage of kindergarten-aged children with a diagnosed mild/moderate disabilities or delays, for example, varied from 0 per cent to 44 per cent.
- A higher percentage of boys were diagnosed with disabilities than girls.
- Children with English as a second language (ESL) were more likely to be diagnosed with a severe delay involving language (SDL). In 12 communities, more than 30 per cent were identified as both ESL and SDL. This raises the possibility that many young children with ESL are mistakenly diagnosed as SDL.
- More than 20 per cent of the 70,206 kindergarten-aged children whose data was included in the first provincial baseline results had a diagnosed disability

This graph shows children with mild/moderate disabilities or delays (m/md) Severe delay involving language (SLD) Severe disability (SD). Take a second to look at that.

So if we know, based on this study which I present to you with great confidence, that one in five of our students will have a diagnosed or undiagnosed learning issue, how can we continue to resist differentiation?

Slide 4

We can't. To be fair in this presentation, I'd like to make the case against differentiation, because odds are, there are those of you out there are probably rolling your eyes at me and checking the agenda to see when I'll be done. That's okay - let me join you for a moment and take your side.

Jim Delisle in his article, *Differentiation Doesn't Work*, of January 2015 and subsequent follow up to his first article, *Sorry...Differentiation Still Doesn't work* in SENG publications, June 2015, uses three major sources to support the idea that differentiation doesn't work. But why it doesn't work according to him should bring you hope, and bring us clarity in employing it. His supported belief is that because we have diverse classrooms with varied ability students, we cannot differentiate effectively. He also believes we use differentiated instruction and differentiated curriculum interchangeably, which causes confusion. He is coming from a place that focuses on gifted children, who he claims due to inclusion and the fad of differentiation, are not being served.

Okay. We can work with this!

How many of you have ever given a student an extra challenge within a task? Everyone is writing a story about the best breakfast ever, but you ask Johnny to add the word "robust" into his work? While it's true that our classrooms are more diverse than ever, this does not necessarily mean we are failing one ability group; this is the very beauty of differentiation. As

for his claim that we are confused as to what we need to differentiate, Mr. Delisle is forgetting that as professionals, we can define our practice to meet our students needs.

Slide five

So, we all know that we do this, we can successfully differentiate, because we are good teachers. We modify, adapt, scaffold, incorporate different strategies. We're kind of awesome. However, I want to challenge you to become intentional.

Carol Ann Tomlinson is an expert in differentiation. "teachers who differentiate provide specific alternatives for individuals to learn as deeply as possible and as quickly as possible, without assuming one student's road map for learning is identical to anyone else's" (Tomlinson, 2014). You see what I'm saying aren't the same words as on the slide – that's because we cannot say it enough times or in enough ways to express how important this is.

So why should we listen to Carol Ann? She is a reviewer for 8 journals, she's written over 200 articles, book chapters, books and other pd material. She works with teachers daily, to develop their practice.

Slide 6

Tomlinson focuses differentiation in this way

We will change or adapt content – what we want the student to learn or the materials we will use to gain that information

Change or adapt process – activities designed to ensure they use key skills to apply and transfer knowledge and understanding

Change or adapt products – the vehicle through which students show or extend what they learned

To make any changes or adaptations, we will consider

Readiness – entry point relative to understanding or skills

Interest – the passion or curiosity for a topic or skill

Learning profile – the way that a learner learns (visual, hands-on, story telling, group work, creativity, logic,) (Tomlinson, p.30)

Slide 7

When to differentiate according to the experts

Tomlinson says “most effective teachers modify some of their instruction for students some of the time”. Yes... that is right. This is not an all the time thing. That would be difficult and frankly, unsustainable. Tomlinson instead asks teachers “to regularly develop and facilitate consistent, robust plans in anticipation of and in response to students’ learning differences” (p25)

Slide 8

I’m out of ideas – where do I turn?

Tomlinson says straight up on page 25 of *The Differentiated Classroom 2nd Edition*, “there is no formula or recipe that works for all learners in all times.” Remembering this is key. “

Slide 9

How to communicate differentiation with students and staff:

Before I show this video, I want to take a minute to address an issue that exists in our lives as teachers: the idea of fair.

Your students and your parents might question why kids are doing things differently. “It’s not fair!” Rather than get caught up in debate, this is the time to focus on how by differentiating and understanding your students, you can cater to their strengths and raise their confidence while challenging them in small ways. Celebrating success can help encourage them to try new challenges.

For students, this is where knowing them is important. For some, appealing to their sense of fair (I have a deal with you and a different deal with Bobby) can work, while for others, a frank conversation about being responsible for meeting student needs may be in order. There is no one size fits all for this particular discussion. Look to colleagues and experts to guide you through.

To finish off – let’s watch this short video of Tomlinson herself, a teacher who has spent the last 20 years researching differentiation strategies and ideologies. A key phrase is differentiation “is just a name for good practice”.

Appendix D

TEACHER INVENTORY ON DIFFERENTIATION PRACTICES AND STRATEGIES

Check the level at which you teach.

Grades K-2

Grades 3-5

Grades 6-8

Grades 9-12

Read each statement below. Circle the response that most closely describes the extent to which you use the practice in your classroom. Use the following scale:

1 = never/almost never

2 = seldom

3 = sometimes

4 = frequently, consistently

Differentiation Practices and Strategies	Level of Usage			
CURRICULUM				
1. I review my state/province's academic standards before I determine a curriculum unit's goals (KUDs) or the goals for a lesson.	1	2	3	4
2. I determine the assessments that I will use before I plan my unit activities so that there is alignment between curriculum, assessment, and instruction.	1	2	3	4
3. I ensure that all student tasks and products focus on clearly stated learning goals (KUDs).	1	2	3	4
INSTRUCTIONAL PLANNING				
4. I prepare students to determine their readiness for each new unit or series of lessons.	1	2	3	4
5. I use ongoing (formative) assessment to adjust my instructional plan to respond to differing learning needs.	1	2	3	4
6. I use assessment data provided by my state or province or school to inform my instructional planning.	1	2	3	4
7. I gather information about my students' interests in curriculum topics.	1	2	3	4
8. I know my students' learning preferences. (Multiple Intelligences)	1	2	3	4
FLEXIBLE INSTRUCTION				
9. I use a variety of instructional strategies in my teaching.	1	2	3	4
10. I engage all my students in challenging learning experiences based on their specific needs.	1	2	3	4
11. I adjust the pace of instruction to students' learning needs, not everyone is doing the same thing on the same day every day.	1	2	3	4
12. I provide additional time, instruction, and support (e.g., scaffolding) to students based on their specific needs.	1	2	3	4

CONTINUED ➡

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TEACHER INVENTORY ON DIFFERENTIATION PRACTICES AND STRATEGIES (CONTINUED)

FLEXIBLE INSTRUCTION CONTINUED

13. I adjust curriculum topics and learning tasks to best meet my students' needs and ensure a challenging learning experience.	1 2 3 4
14. I match resources to my students' reading-readiness levels (e.g., Lexile scores).	1 2 3 4
15. I match resources to my students' level of knowledge about a curricular topic.	1 2 3 4
16. I use choice in topics, processes, or products to motivate my students.	1 3 3 4
17. I use a variety of choice formats with my students including such activities as tic-tac-toe boards, cubing, and RAFTS (Role/Audience/Format/Topic).	1 2 3 4
18. I use tiered assignments to match students with "just right, right now" tasks based on their learning needs.	1 2 3 4
19. I offer tasks reflecting my students' interests.	1 2 3 4
20. I design tasks based on student readiness; some students need more time, instruction, practice; others are "there" easily.	1 2 3 4
21. I design tasks reflecting different learning preferences. (Multiple Intelligences)	1 2 3 4
22. If I use centers or stations, I either assign particular students to particular centers or match students with particular activities in each center based on their learning needs.	1 2 3 4
23. I plan and use flexible grouping in my classroom to organize students by their instructional needs.	1 2 3 4
24. I use a variety of ways to group my students (e.g., by interest, readiness, learning preference).	1 2 3 4

MY NEXT STEPS IN DIFFERENTIATION

Differentiation strategies I most frequently use:

Strategies I rarely or never use:

Circle two strategies from the bottom list that you are committed to try out in your classroom. Number them in the order you will implement them.

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14

Class Review (Brownlie & King, 2000)

Learning in Safe Schools

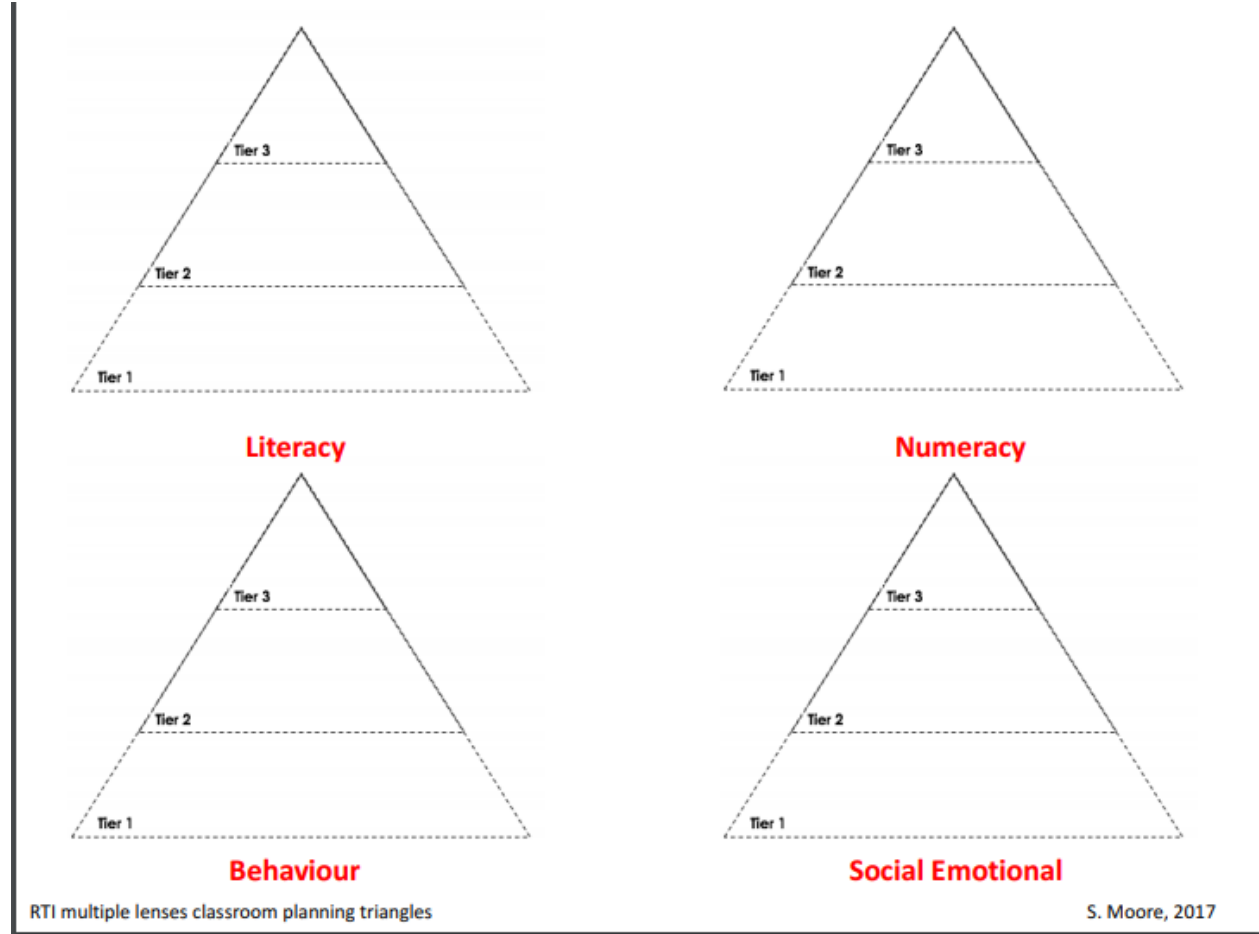
Classroom Strengths	Classroom Stretches
---------------------	---------------------

Teacher: _____
Class: _____

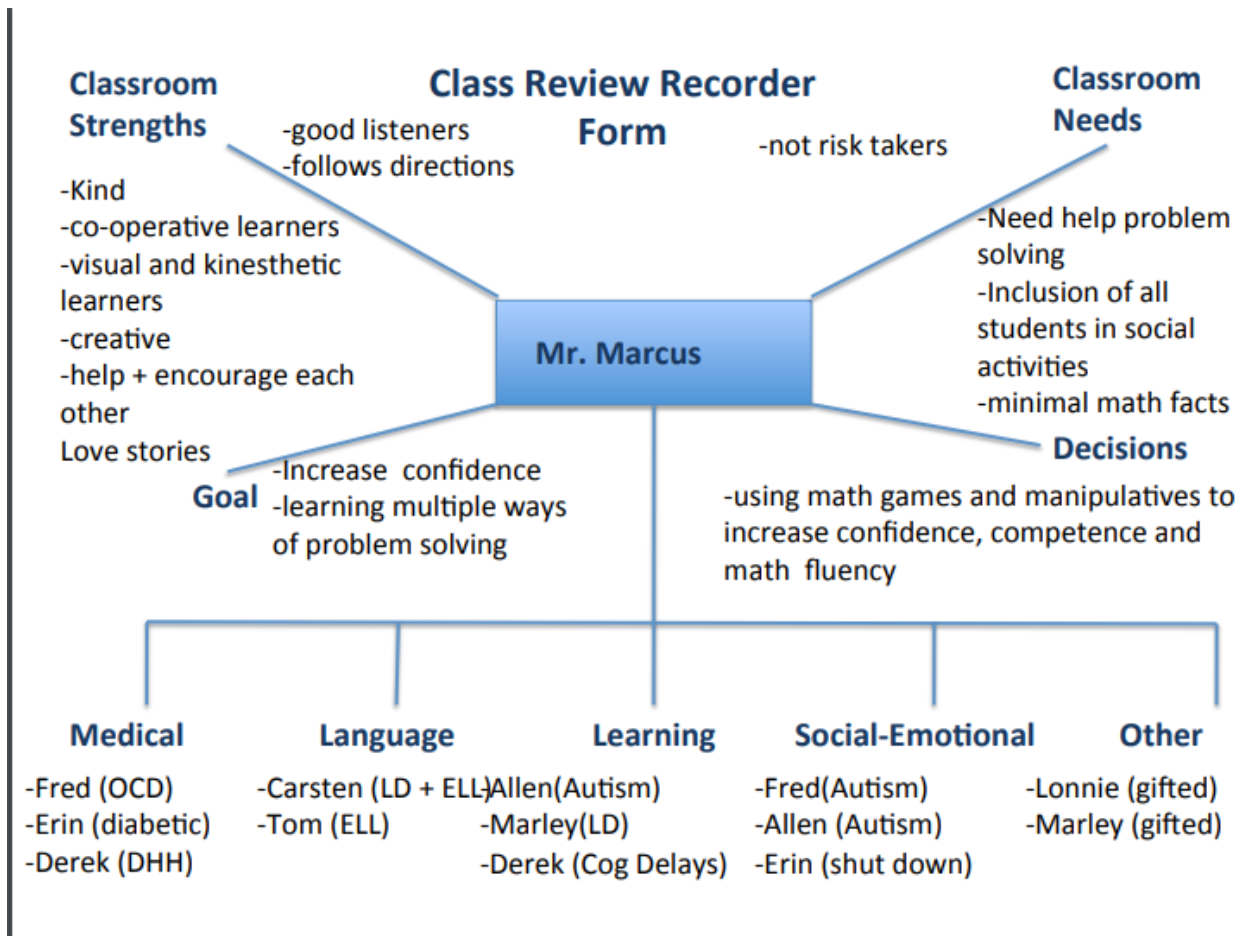
Goals	Decisions
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Individual Concerns				
Medical	Language	Learning	Socio-Emotional	Other

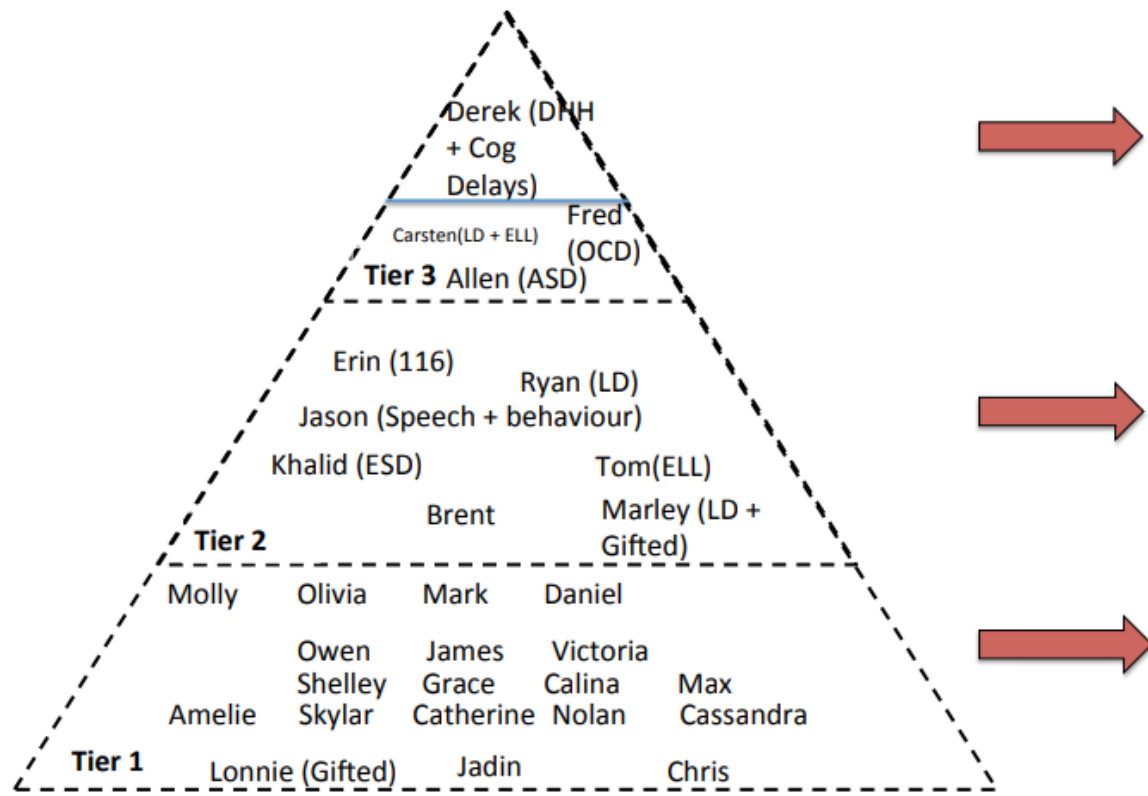
Appendix F



Appendix G



RTI Triangle: General Class



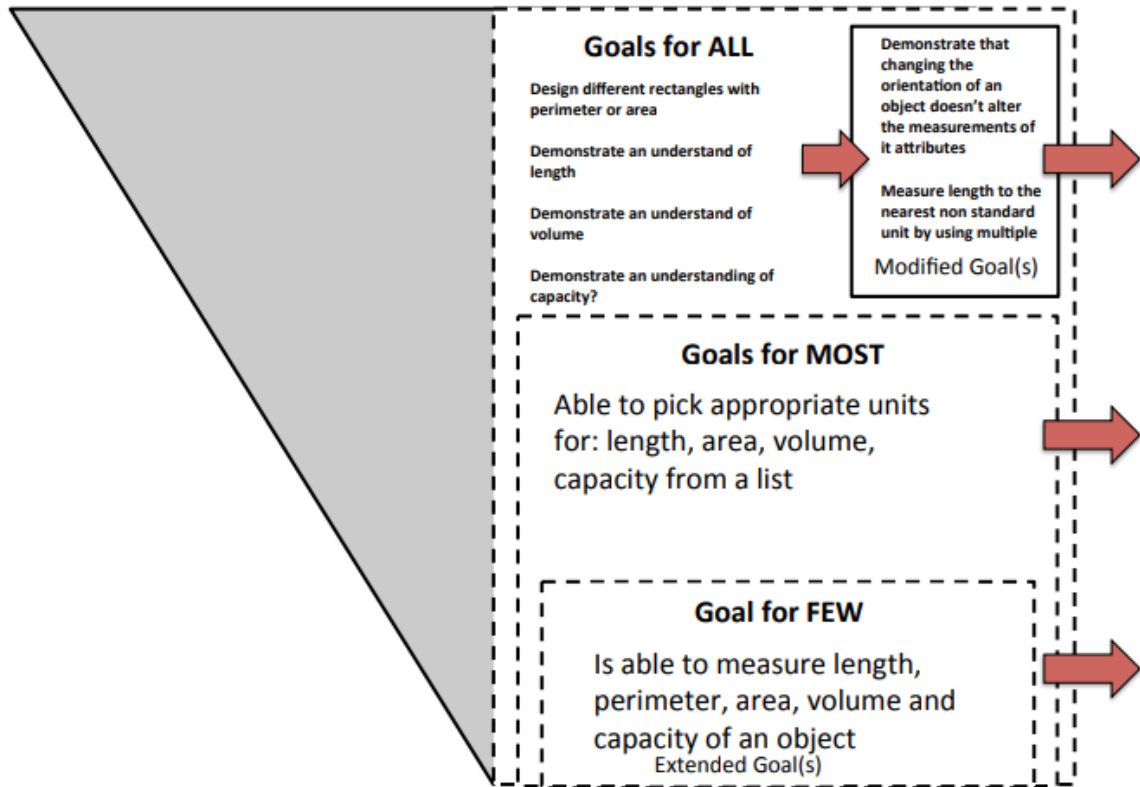
Co-planning for All

Shelley Moore 2013

Unit: Grade 5 math measurement Big Question: What is measurement? Big Ideas: measurement of rectangles and rectangular prism			All/ Most/ Few
PLOs/goals Design different rectangles with perimeter or area Demonstrate an understand of length Demonstrate an understand of volume Demonstrate an understanding of capacity?	Ideas/ Concepts Rectangle Measurement Perimeter Area Length Volume Capacity	Questions What is a rectangle? What are the rectangle's attributes? What is measurement? What is length? What is perimeter? What is area? What is volume? What is capacity? What are standard units of measurements? How do we measure length? How do we measure volume? How do we measure capacity? How do you chose the right unit of measurement? What is the difference between volume and capacity? <u>Extended Question:</u> How can I design a pool? Show the measurement of perimeter, area, volume and capacity? Part of the pool has to be a rectangle.	All All Some Few
Co-planning for All		Shelley Moore 2013	

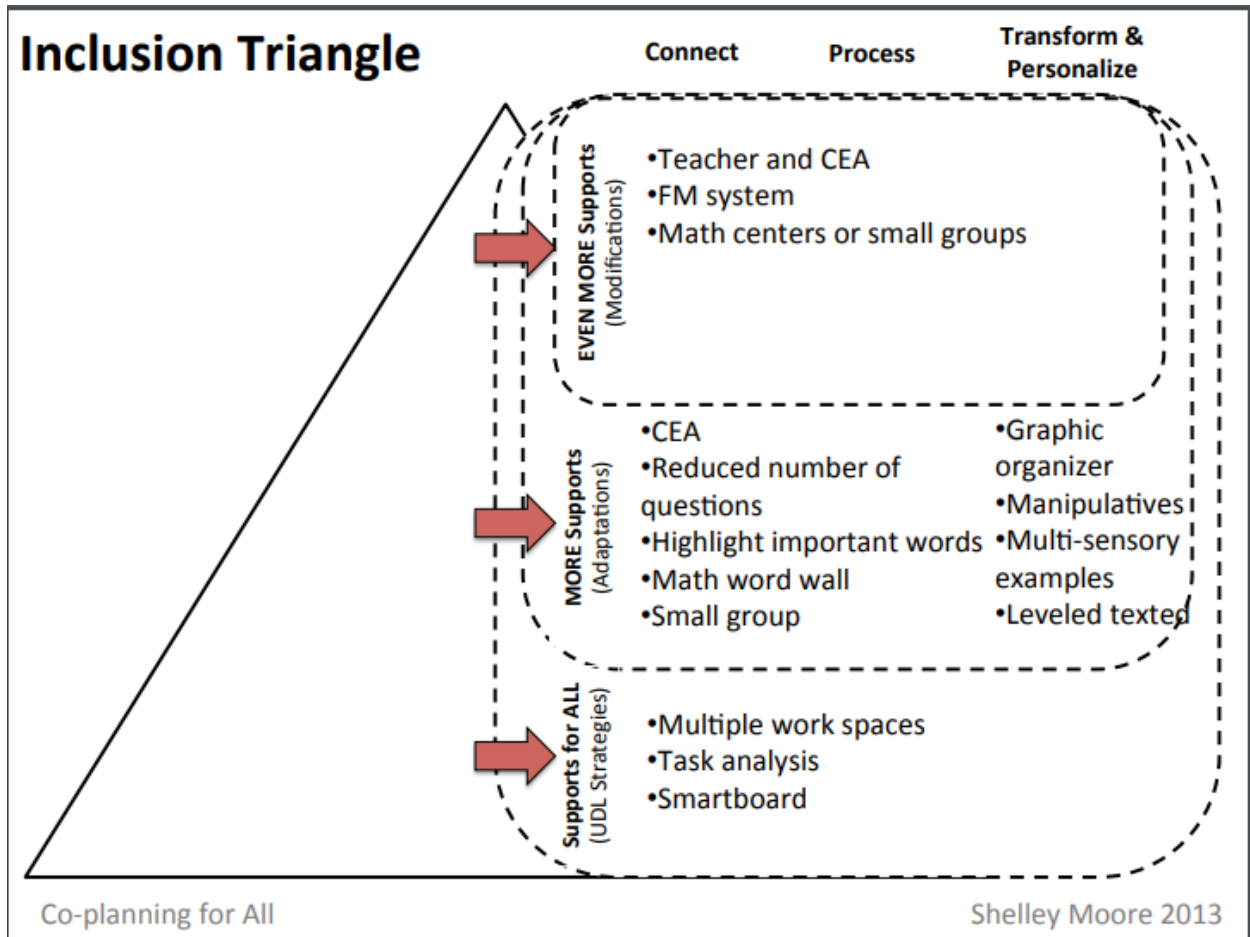
<p>Course: Math grade 2</p>	<p>Unit: Measurement For Damien and CJ</p>		<p>All/ Most/ Few</p>
<p>PLOs</p> <p>Design different rectangles with perimeter or area</p> <p>Demonstrate an understand of length</p>	<p>Ideas/ Concepts</p> <p>Rectangle</p> <p>Measurement of Length</p>	<p>Questions</p> <p>What is rectangle?</p> <p>What makes a rectangle?</p> <p>What is length?</p>	<p>All</p> <p>All</p> <p>All</p>
<p>PLO(s) (grade 2)</p> <p>Demonstrate that changing the orientation of an object doesn't alter the measurements of it's attributes</p> <p>Measure length to the nearest non standard unit by using multiple</p>			

UDL Planning Triangle



Co-planning for All

Shelley Moore 2013

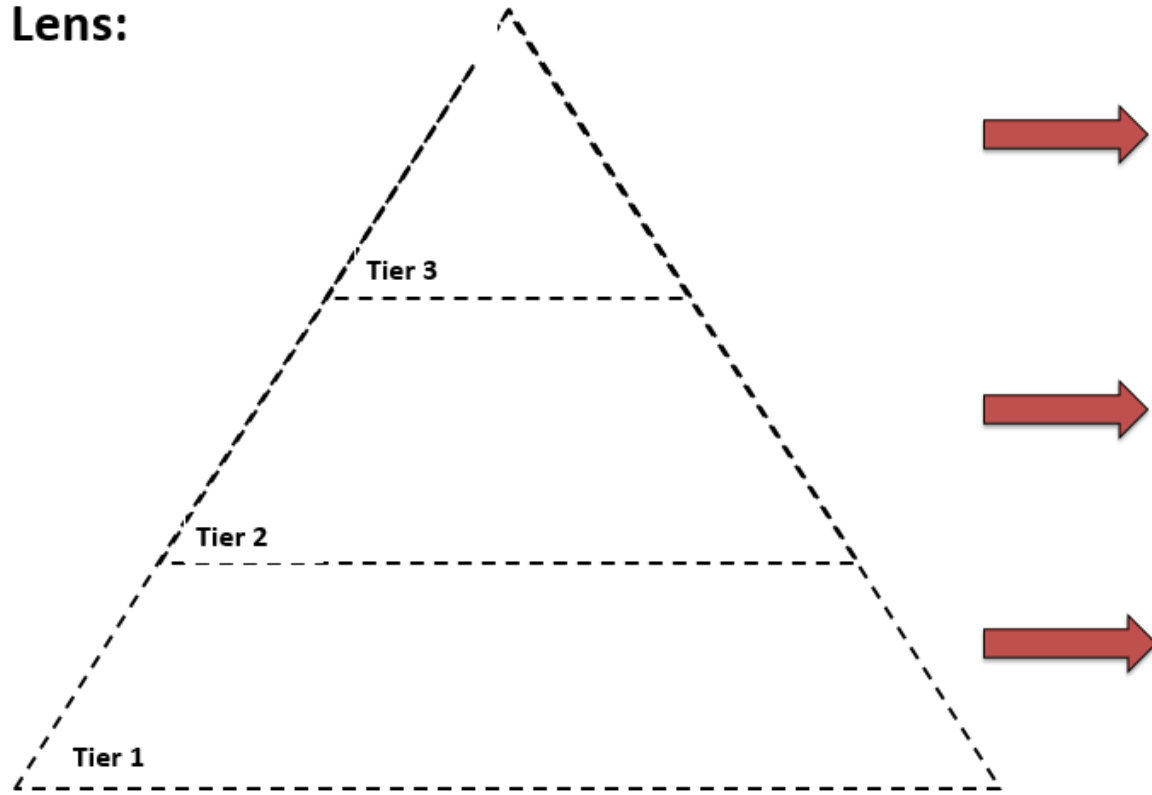


Class: Math 5 Measurement		Lesson Objective: Define a rectangles			
Lesson	All	Some	Few	Materials needed	Role of the CEA
Connecting Activity	-Sheet of shapes (3 version) rectangles, circles, triangles -graphic organizer (T) to sort (big paper)	-Additional sheet with more shapes (polygons, squares)	Additional sheet with more shapes (quadrille, rhombus, trapezoid,	-scissors -glue sticks	-help hand out the sheet and check on the students -ask defining questions
Processing Activity: Partners	-They build the rectangles and students talk about the shape -6 squares and how many rectangles -the start determining attributes as a class on chart paper (Damien group first)	-add 10 more -how many rectangles	-add 30 more -how many rectangle can you make -what type of rectangle has the greatest length	-many flat red squares -charted paper	-going around and checking on kids, asking defining questions. -observe behavior students
Transforming/ Personalizing Activity	-define a rectangle with words and picture (draw or magazine) in math dictionary -Worksheet with shapes and "this is a rectangle because"	- Include square in the definition -Increasing complexity of shapes on a page	- Tell me about the corners	-math dictionaries of different sizes -worksheets of varying levels	Might help with printing (sentence stem) or doted printing

Appendix H

RTI Planning Triangle







Lens:



Course/Subject/Grade(s):		Planning Team			
Unit Big Idea:		Unit Guiding Question(s):			
Goals					
	Access – This is what I NEED to know and do	All – This is what I MUST know and do	Most – This is what I CAN know and do	Few – This is what I COULD know and do	Extension – This is what I can TRY to know and do
Content Goal:					
Curricular Competencies:					

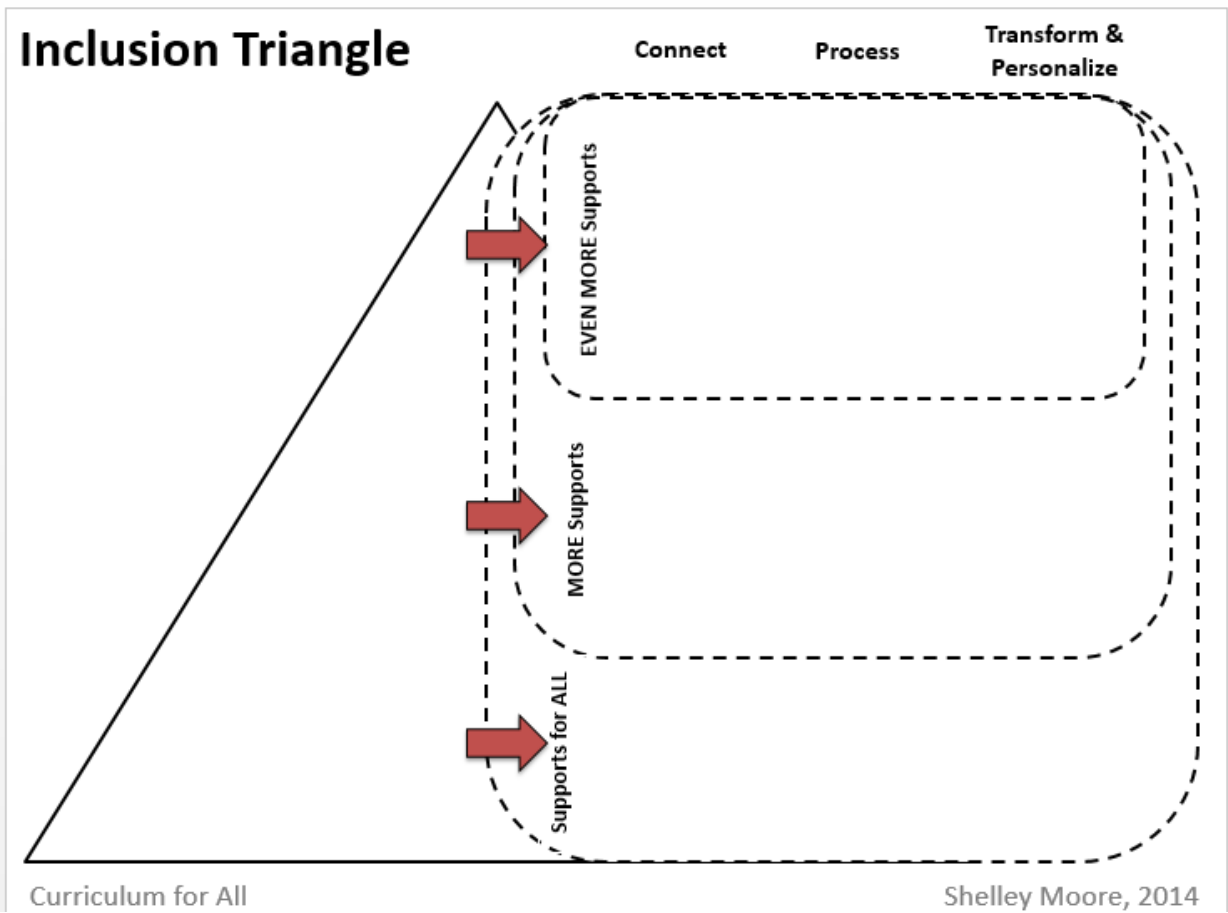
Appendix J

Grade: _____ **Unit Guiding Question:** _____

Goal: 	Goal for ALL (Essential)
	Access 
	
	Goal for MOST (add complexity)
	
Goal for FEW (add complexity)	
	
Challenge	
	

Planning Pyramid Goal Template Shelley Moore, 2018

Appendix K



Appendix M

Inclusion & Differentiation final survey

This information will be used to guide our next steps. All answers are collected confidentially and will be presented to our team. Please be as open and honest as possible to help use make the best use of our limited professional development team time.

Has your perception of inclusion changed through this process?
If so, please explain.

Your answer

Have you changed your teaching practice after the professional development sessions? If yes, please explain what has changed.

Your answer

What did you find the most useful in these sessions?

Your answer

What would you like to explore further?

Your answer

Any final thoughts on inclusion and differentiation in your classroom?

Your answer

SUBMIT

Never submit passwords through Google Forms.