

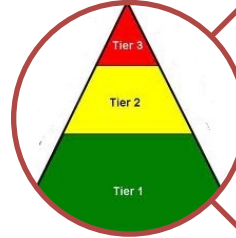


INCLUSIVE PRACTICES FOR SMALL GROUP INSTRUCTION





High Quality
Instruction



Targeted
Interventions



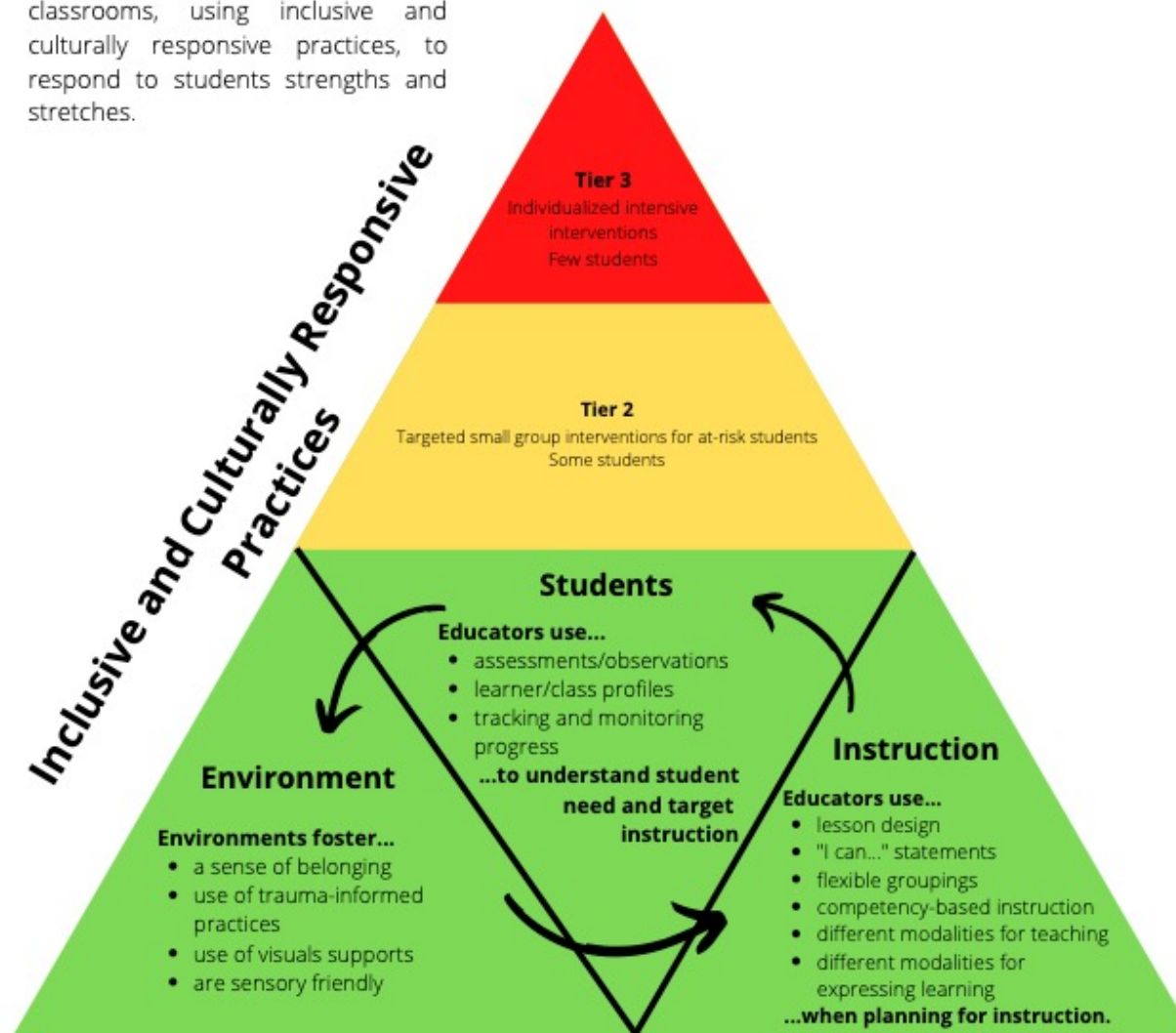
Data Driven Decisions

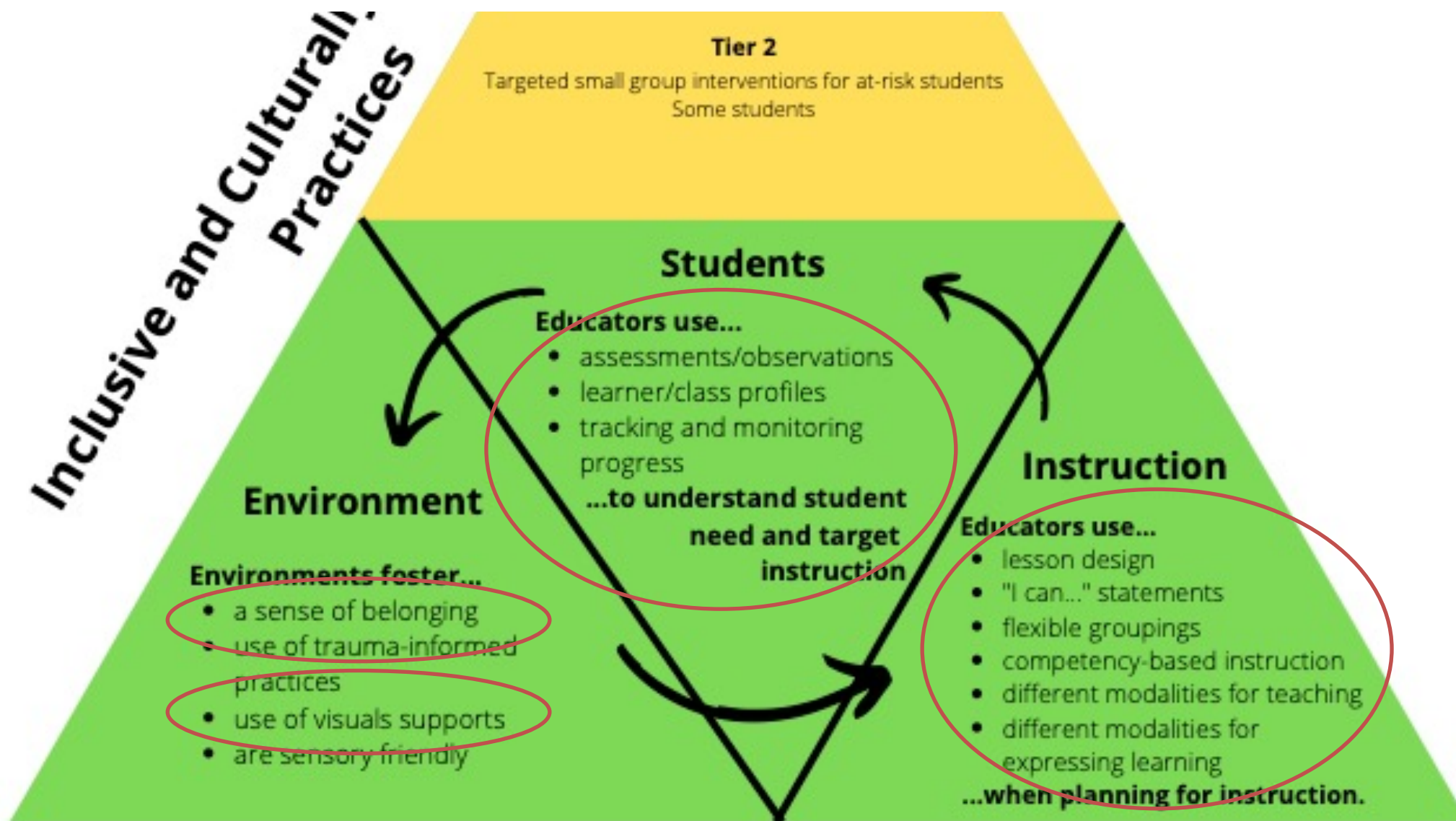


Collective
Responsibility



We strive to create compassionate classrooms, using inclusive and culturally responsive practices, to respond to students strengths and stretches.

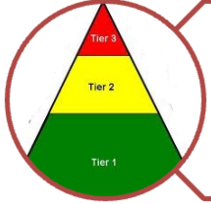






High Quality Instruction

- Appropriate for K-12
- Teachers target instruction for specific group of students, model strategies, assess and guide in-the-moment
- Follows effective, purposeful lesson design
- A powerful way to reinforce and to explicitly teach multiple strategies and skills that you would like students to be able to use independently
- Students increase stamina for working independently and have increased ownership of learning



Targeted Interventions

- Allows teachers to observe learning up close and challenge them at the edge of their zone of proximal development
- Teachers target intervention for specific group of students, model strategies, assess and guide in-the-moment



Data Driven Decisions

- Uses literacy and numeracy screeners and assessments to target instruction
- Honors classroom assessments, conferences and observations
- Honors street level data
- Flexible and fluid groupings



Collective Responsibility

- Aligns with inclusive practices
 - High ceiling , low floor
 - Safety and trust in small group
 - Encourages risk-taking
- Aligns with Tier 2 interventions
- Students engage in collaborative learning

Getting Started

Class and Learner Profiles

What are you noticing?

Consider

ACT, SNAP, Writing Samples,
Conferences, Classroom
Assessments, Observations
Self-Assessments; Exit Slips

SNAP Number Sense and Operations Class Profile

Teacher: _____ Year: _____

<p><u>NS: Communicating & Representing</u></p> <p style="color: red; font-size: small;">Picture box, describe, expanded form</p> <div style="display: flex; justify-content: space-between; font-size: x-small;"> Not evident Proficient </div>	<p><u>NS: Understanding & Solving</u></p> <p style="color: red; font-size: small;">3 equations</p> <div style="display: flex; justify-content: space-between; font-size: x-small;"> Not evident Proficient </div>	<p><u>NS: Connecting & Reflecting</u></p> <p style="color: red; font-size: small;">Real life connection, reflection</p> <div style="display: flex; justify-content: space-between; font-size: x-small;"> Not evident Proficient </div>	<p><u>NS: Reasoning & Analyzing</u></p> <p style="color: red; font-size: small;">Number line, skip counting</p> <div style="display: flex; justify-content: space-between; font-size: x-small;"> Not evident Proficient </div>
<p><u>OP: Communicating & Representing</u></p> <p style="color: red; font-size: small;">Entire Assessment</p> <div style="display: flex; justify-content: space-between; font-size: x-small;"> Not evident Superior </div>	<p><u>OP: Understanding & Solving</u></p> <p style="color: red; font-size: small;">Draw, calculate</p> <div style="display: flex; justify-content: space-between; font-size: x-small;"> Not evident Superior </div>	<p><u>OP: Connecting & Reflecting</u></p> <p style="color: red; font-size: small;">Real life example, word problem, reflection</p> <div style="display: flex; justify-content: space-between; font-size: x-small;"> Not evident Superior </div>	<p><u>OP: Reasoning & Analyzing</u></p> <p style="color: red; font-size: small;">Estimate & justify</p> <div style="display: flex; justify-content: space-between; font-size: x-small;"> Not evident Superior </div>
<p><u>NEED MORE INFORMATION:</u></p>		<p><u>FOLLOW UP:</u></p>	<p><u>CLASS FOCUS:</u></p>

Getting Started

Instructional Decisions

Whole class instruction for skills MOST students need

Small group instruction for skills SOME students need

Being intentional with gradual release of responsibility

Appendix I

June 2020

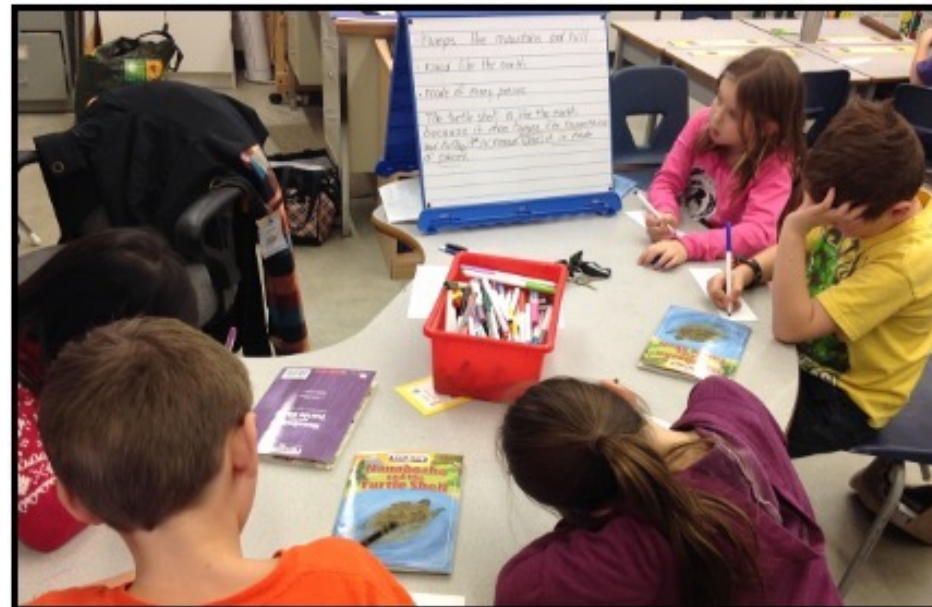
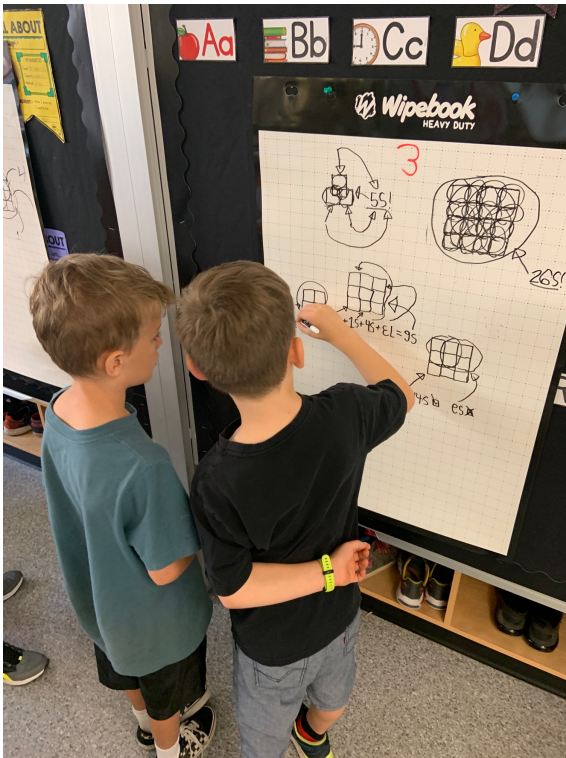
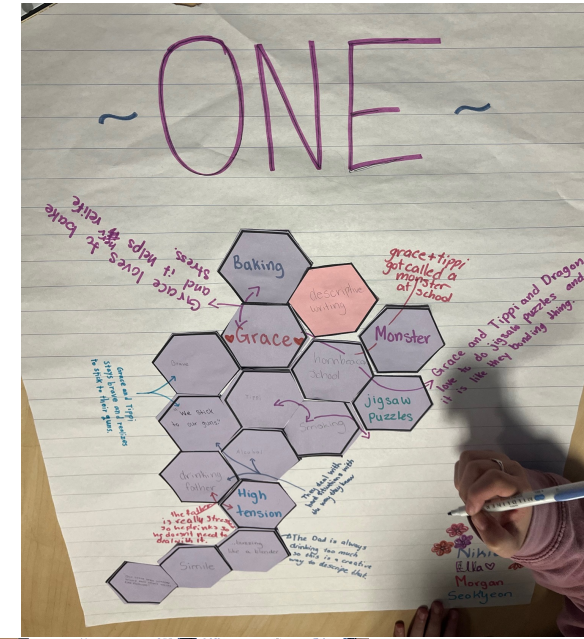
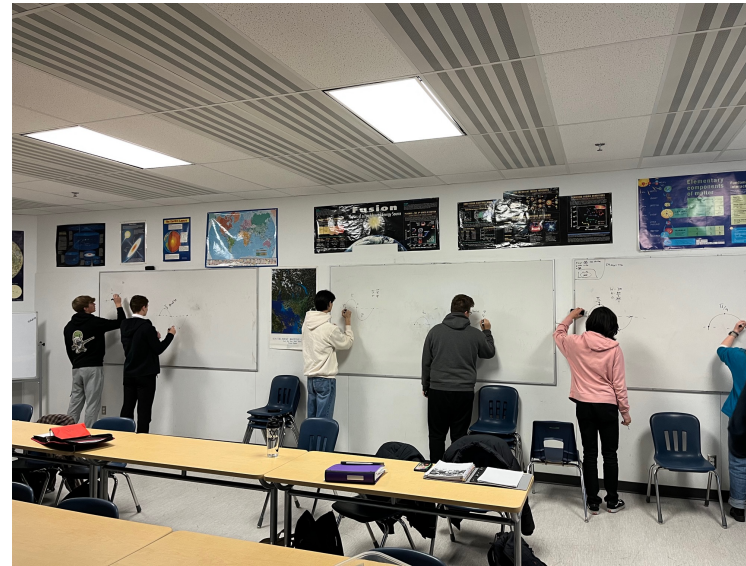
Class Reading Profile

Teacher: _____ Year: _____

<u>Visualizing</u> Beginning Extending	<u>Determining Importance</u> Beginning Extending	<u>Summarizing</u> Beginning Extending	<u>Synthesizing</u> Beginning Extending
<u>Questioning</u> Beginning Extending	<u>Inferring the Big Idea</u> Beginning Extending	<u>Making Connections</u> Beginning Extending	<u>Reflecting</u> Beginning Extending
<u>NEED MORE INFORMATION:</u>		<u>FOLLOW UP:</u>	<u>CLASS FOCUS:</u>

What might you see?

The versions are endless!!



Key Elements for Success

- Clear structure for classroom routines
- Plan for students, plan for instruction
- Ongoing feedback
- Ongoing assessments and observations
- Student self-reflections
- Fluid, flexible groups



Areas we need to focus on???

- Targeted instruction– data analysis
- Numeracy– vertical surfaces
- Meaningful learning experiences for stations or centres
- Alignment between classroom instruction and intervention groups

Supporting Staff

- Provide opportunities for teachers to see it in action
- Professional development on assessments to drive instruction
- Build school resources
- After school collab, team time, department meetings
- Encourage participation in after school workshops
- Help teachers create dedicated spaces for small group instruction
- Helping teachers to build structures for class management
- P/VP presentations and collaborations