Literacy in the Inclusion Classroom

Literacy Summit
September 2019

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Gidget Mansell
North Tippah School District
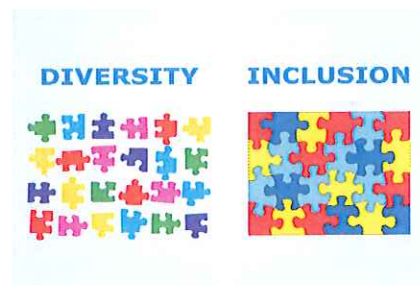gidget.Mansell@ntippah.k12.ms.us

---

Session Goals

- Define inclusion
- Explore planning and preparing inclusion literacy lessons implementing the five components of reading plus writing
- Examine co-teaching approaches

MISSISSIPPI
DEPARTMENT OF
EDUCATION

2

What is Inclusion?

DIVERSITY   INCLUSION

3

Table Talk – What is Inclusion?

4

Inclusion Defined

Inclusion is a belief system that **all** students are members of a learning community and make **valuable** contributions, even if their abilities differ.

- Inclusion is a single, unified, educational system in which all students are entitled to the same quality of education and held to high expectations.
- Inclusion gives all students access to the general education curriculum.
- Inclusion is NOT referring to where a student sits.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

5

Individuals with Disabilities Education Act

- IDEA ensures students with a disability are provided with free appropriate public education that is tailored to their individual needs.

- The overall goal is to provide children with disabilities the same opportunity for education as other children.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

6

Every Student Succeeds Act

- Signed on December 10, 2015 and serves as the new version of the No Child Left Behind Act

- Includes provisions that help ensure success for students and schools including upholding critical protections for America's disadvantaged and high-needs students

MISSISSIPPI
DEPARTMENT OF
EDUCATION

7

IDEA and ESSA

IDEA and ESSA both require:
- Research-Based Methods
- High Expectations
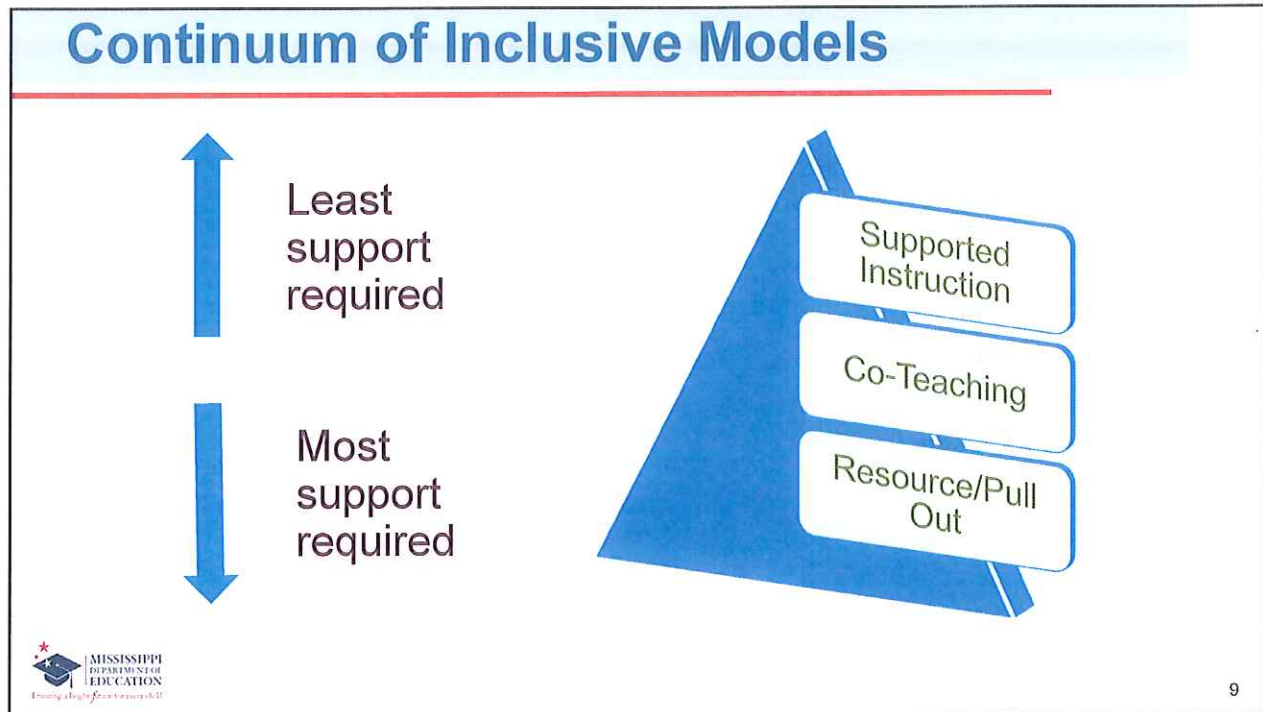- Access to General Education Curriculum

Inclusion is NOT required in IDEA. IDEA mandates instruction of students with disabilities with their non-disabled peers to the **maximum extent appropriate**. Educators must consider the continuum of services, starting with general education.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

8

Continuum of Inclusive Models

↑ Least support required

↓ Most support required

Supported Instruction

Co-Teaching

Resource/Pull Out

MISSISSIPPI
DEPARTMENT OF
EDUCATION

9

Supported Instruction

- Special education instructor provides modifications and accommodations, behavioral supports, and proximity control as needed

- Does not involve co-planning or co-assessing

- Special education educator may support several classes during one class period

- Often confused with co-teaching

MISSISSIPPI
DEPARTMENT OF
EDUCATION

10

Co-Teaching

- Shared classroom

- Shared instruction

- Heterogeneous group

- Actively engaged in the teaching process

- Provide purposeful instruction

- Share joint accountability

MISSISSIPPI
DEPARTMENT OF
EDUCATION

11

Co-Teaching

- Co-planning, co-instruction, and co-assessment

- Flexible and based on needs of the students

- Access to general curriculum and special instruction

- Least restrictive environment

OUR
LESSON
PLAN

MISSISSIPPI
DEPARTMENT OF
EDUCATION

12

Co-Teaching is NOT...

- Teaching alternate subjects

- Observing without a predetermined purpose

- Performing clerical duties

- Tutoring

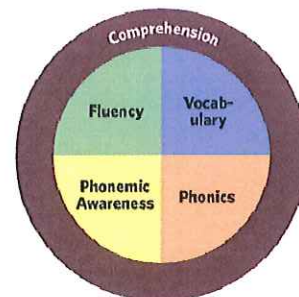- Remediating weak teachers

- An assistant teacher

MISSISSIPPI
DEPARTMENT OF
EDUCATION

13

Planning and
Preparing

In the Inclusion Classroom

Essential Components of Reading

MISSISSIPPI
DEPARTMENT OF
EDUCATION

14

Getting Started in Inclusion

- Define roles and responsibilities of each teacher
- Establish guidelines for conflict resolution
- Schedule collaborative planning time
- Determine methods for delivery of instruction
- Dissect yearly scope and sequence, divide duties, and determine co-teaching methods to be utilized
- Plan grading, assessment, and progress monitoring procedures

MISSISSIPPI
DEPARTMENT OF
EDUCATION

15

Inclusion Roles & Responsibilities

Phase I: Curriculum Outline
General education teacher prepares outline of upcoming curriculum.

Phase II: Instructional Delivery
General educator and special educator plan instruction, determine roles, establish priorities.

Phase III: Individual Adjustments
Special educator makes accommodations for students with disabilities.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

16

Literacy Inclusion Planning

Instruction in the Five Components of Reading:

1. Phonemic Awareness

2. Phonics

3. Fluency

4. Vocabulary

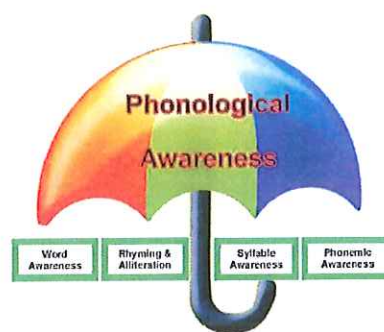5. Comprehension

+ WRITING

MISSISSIPPI
DEPARTMENT OF
EDUCATION

17

Phonemic Awareness

- Subset of phonological awareness

- Involves individual phonemes (sounds)

- Most complex of the phonological awareness skills

Strongest indicator of a child's success at learning to read

MISSISSIPPI
DEPARTMENT OF
EDUCATION

18

Tips for Teaching Phonemic Awareness

- Make teaching times like a game.

- Do a little bit each day.

- Stop when your child is getting frustrated.

- Repeat sounds and words as many times as needed.

- Look for creative ways to play with sounds.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

19

Phonics

- Relationship between the letters of written language and the sounds of spoken language

- Goal is to teach students the most common sound-spelling relationships so that they can decode words

- Explicit instruction is the most effective type of phonics instruction

MISSISSIPPI
DEPARTMENT OF
EDUCATION

20

Tips for Teaching Phonics

- Explicit explanation

- Guided opportunities for blending words

- Guided and independent reading practice in text

Phonics instruction should focus on applying learned sound-spelling relationships to actual reading.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

21

Fluency

- Ability to read "like you speak"

- Made up of 3 key elements: <u>accurate reading</u> of connected text at a <u>conversational rate</u> with <u>appropriate prosody</u>

- Critical building block of reading

- Bridges word recognition and comprehension

MISSISSIPPI
DEPARTMENT OF
EDUCATION

22

Teaching Fluency

- Practice reading new or difficult words prior to reading

- Provide many opportunities to read the same passage orally
    1. Read on their own
    2. Partner reading
    3. Choral reading

- Model fluent reading

MISSISSIPPI
DEPARTMENT OF
EDUCATION

23

Vocabulary

- Set of words within a person's language

- Includes the definition of word and how it fits into the world

- Most important factor in reading comprehension (LaFlamme, 1997)

- Necessary to understand what is read (National Institute for Literacy, 2001)

MISSISSIPPI
DEPARTMENT OF
EDUCATION

24

Teaching Vocabulary

Direct Strategies:

- Promote "word consciousness"
- Provide explicit, systematic instruction
- Analyze word structure
- Teach use of context
- Teach dictionary skills

Indirect Strategies:

- Discussing unfamiliar vocabulary during read alouds
- Independent reading
- Engaging students in conversations to increase oral language

MISSISSIPPI
DEPARTMENT OF
EDUCATION

25

Comprehension

- The reason for reading
- Understanding and interpretation of what is read
- Prerequisite for acquiring content knowledge and expressing ideas and opinions through discussion and writing
- Three requirements:
    1. Decode text
    2. Make connections between text and prior knowledge
    3. Think deeply about text

MISSISSIPPI
DEPARTMENT OF
EDUCATION

26

General Comprehension Strategies

- Using prior knowledge/Previewing

- Predicting

- Identifying the Main Idea and Summarization

- Questioning

- Making Inferences

- Visualizing

MISSISSIPPI
DEPARTMENT OF
EDUCATION

27

Writing

- Important part of communication

- Allows feelings and ideas to be put on paper

- Linear process

- Correct grammar, punctuation and spelling are key

MISSISSIPPI
DEPARTMENT OF
EDUCATION

28

Tips for Teaching Writing

- Provide numerous opportunities for writing

- Establish real purposes and real audiences for writing

- Allow choices for writing

- Guide students and model writing

- Teach grammar and mechanics in the context of writing

- Expose students to both fiction and nonfiction writing

MISSISSIPPI
DEPARTMENT OF
EDUCATION

29

Approaches to
Co-Teaching

MISSISSIPPI
DEPARTMENT OF
EDUCATION

30

One Teach, One Observe

- One teacher instructs while the other collects observational data.

- Data collection criteria is determined prior to observation.

- Data is analyzed by both teachers to drive instruction.

- Roles should be reversed periodically.

- Should be utilized five to ten percent of the time.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

31

One Teach, One Observe

- Use to build trust among teachers and students in new co-teaching situations.

- Use to collect anecdotal data about student behavior.

- Use to monitor student progress.

- Use to provide feedback on instructional practices.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

32

Station Teaching

- Each teacher plans and delivers content within a station.

- Students rotate from one station to another.

- Appropriate timing is essential.

- Provides intense instruction and high levels of engagement.

- Recommended for use 30% of the time.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

33

Station Teaching

- Use when content is complex but doesn't need to be taught in sequential order.

- Utilize when students understand procedures for station rotations.

- Use for reviewing material and accessing higher order thinking activities.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

34

Parallel Teaching

- Students are divided into two groups and the same lesson is taught simultaneously to both groups.

- Allows for more supervision and interaction during instruction.

- Provides greater opportunities for student participation and peer interaction.

- Recommended to be utilized 30 to 40% of the time.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

35

Parallel Teaching

- Use to provide lower student/teacher ratio

- Utilize to increase student participation

- Used for activities to reteach and review for tests, additional practice, and application.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

36

Alternative (Differentiated) Teaching

- One teacher provides large group instruction. The other provides small group data-driven specialized instruction.

- Small group instruction designed for remediation or enrichment.

- Purpose and group members vary regularly.

- Teachers should exchange roles periodically.

- Recommended for use 20 to 30% of the time.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

37

Alternative (Differentiated) Instruction

- Use for remediation, enrichment, and/or pre-teaching.

- Utilize when student's content mastery varies.

- Use when high levels of mastery are expected from all students.

- Use when students are working on parallel curriculum.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

38

Team Teaching

- Shared responsibility for planning and delivering instruction

- Results in fast-paced, engaging large group instruction

- Teachers equally monitor and facilitate students

- Requires the highest level of commitment, trust, communication, and planning

- Recommended for use 30% of the time.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

39

Team Teaching

- Utilize during whole group instruction

- Use when teachers have strong mutual respect and an open, collaborative work relationship

- Use to more deeply teach content, providing on the spot remediation

MISSISSIPPI
DEPARTMENT OF
EDUCATION

40

One Teach, One Assist

- One teacher instructs and the other monitors students' work, addresses behavior, and provides clarification.

- Most commonly used method of co-teaching, but least preferred.

- Teachers should periodically exchange roles.

- Supporting role teacher is listening and actively engaged with students.

MISSISSIPPI
DEPARTMENT OF
EDUCATION

41

One Teach, One Assist

- Use when the lesson lends itself to delivery by one teacher

- Utilize when one teacher has expertise on the topic

- Use when teachers are unfamiliar with each other and collaborative relationships are still being formed

- Use when lesson necessitates monitoring of student work

MISSISSIPPI
DEPARTMENT OF
EDUCATION

42

Questions

MISSISSIPPI
DEPARTMENT OF
EDUCATION

43

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Gidget Mansell

*Literacy Coach, MTSS Coordinator,
and District Test Coordinator*
North Tippah School District
gidget.Mansell@ntippah.k12.ms.us

Contact Me

44