



Inclusive Academic Instruction



Before You Watch

► Discussion Questions

1. Describe the idea of a personalized learning environment. Include connections to the physical arrangement of the environment, student activities, and adult activities.
2. What supports do teachers need to be able to individualize instruction for all students?
3. What is the purpose of collecting and using data related to academic instruction and outcomes?
4. Should all students...
 - a. Be assessed in the same way? Why or why not?
 - b. Have access to the same curriculum? Why or why not?



► Group Activity

In a small group, make pro and con lists for multi-tiered system of support (MTSS). As pros, list the things that make MTSS advantageous. As cons, identify all of the things that could make implementing MTSS challenging. Discuss strategies to help mitigate the challenges to gain the advantages?



Inclusive Academic Instruction



► Discussion Questions

1. Share two noteworthy moments related to inclusive academic instruction from the video.
2. The video shows general and specialized educators, teachers of English language learners, and paraeducators. How are these roles defined in our school? In our school, how do educators collaborate?
3. At the 1:04 mark, notice educators working in teams to make instructional decisions. How do we determine and meet student needs? What teaming structures do we use?
4. In the video, we see students using different forms of assistive technology. Give some examples of how assistive technology can support access to the curriculum.
5. At the 1:30 mark, we see a student completing a writing assignment in Spanish. How do we support students who are learning English?

► Group Activity

In groups, create a list of strategies we can use to give students multiple ways to show what they know and can do.

VIDEO TRANSCRIPT

Schools with Inclusive Academic Instruction provide a variety of instructional and assessment options that promote student learning. General and specialized educators work together to provide high-quality curriculum and instruction to all students, including those students who are learning English, experiencing poverty, or are part of other traditionally marginalized groups. Teachers regularly measure growth and personalize learning environments according to student strengths and opportunities to improve. Using formal and informal assessment data, educators work in teams to make decisions about students' future instructional needs. Teachers monitor individual student progress, and when needed, provide additional support through more or different instruction that is matched to students' current performance. These options may involve individual or group learning, varied levels of difficulty, or different ways for the students to demonstrate what they know and can do. Students may receive different options for learning, including varied access, processing, and testing options, which maximize opportunities for success. Inclusive Academic Instruction means the whole school staff works together to meet every student's instructional needs.



Inclusive Academic Instruction



After You Watch

► Discussion Questions

1. Provide a list of classroom examples for the following:
 - a. multiple means of representation (the ways teachers present content)
 - b. multiple means of action and expression (the ways students demonstrate competency)
 - c. multiple means of engagement (ways to keep students motivated)
2. What changes to our master schedule could better support teaching and learning?
3. How could we include families in the intervention decision process?
4. What roles do data play in determining when students enter or exit intervention groups? What decision rules are in place?



► Group Activity

In the video, students with significant disabilities were participating in the general curriculum. In groups identify barriers you foresee at our school that would make this challenging. Pick one barrier and identify one solution to overcoming that challenge.