

## Chapter Eight: Roles of Teachers in Inclusive Schools

In an inclusive school, instructional resource and classroom/subject teachers work in partnership to support students' diverse learning needs. This partnership can take many different forms depending on students' unique learning needs, available resources, classroom profiles and teachers' curriculum expertise/familiarity. These partnerships include collaboration, co-teaching and pull-out instruction.

### 1. Collaboration

Collaboration is the process of merging the knowledge, experience and skills of all partners to meet common goals. Although collaboration occurs among all educational partners, this section focuses on collaboration between instructional resource teachers and classroom/subject teachers. This can happen both formally, such as a scheduled meeting, and informally, such as a work room conversation. Such collaboration may involve:

- problem solving around program planning, choice of instructional strategies, interpretation of assessment data to inform instruction
- participation on service delivery teams, program planning teams
- preparation and/or follow up regarding parent-teacher conferences
- sharing resources
- common planning such as grade level or department meetings

### 2. Co-Teaching

Although co-teaching can occur between two classroom/subject teachers or other education professionals, co-teaching in this document refers to a classroom/subject teacher and an instructional resource teacher:

- working collaboratively in the same physical space
- collaborating on the delivery, assessment and evaluation of outcomes
- devoting time for planning, reflection and /or problem solving
- instructing a heterogeneous class

Classroom/subject teachers and instructional resource teachers have complementary skill sets. The classroom/subject teacher has expertise in curriculum while the instructional resource teacher brings expertise in addressing the strengths and needs of students with exceptionalities. The collective effort of these two professionals ensures that the outcomes of alternate programs, courses or curriculum are addressed concurrently with the outcomes and activities of the prescribed curriculum. (See **Appendix A** for co-teaching models and teacher roles.)

Co-teaching is appropriate when a student has an exceptionality **and** the program planning team has determined that specific IEP outcomes would be best delivered in the classroom. The instructional resource teacher and classroom/subject teacher work together to ensure IEP outcomes are addressed.

**Note:** In primary language arts where outcomes are presented as part of a continuum: emergent, early, and transitional. While there are expectations as to where most children will be in terms of achievement at a specific grade level, it is recognized that not all children will meet these expectations at a specific point in time, and that some children may exceed them. Classroom teachers and instructional resource teachers may conjointly deliver this range of curriculum outcomes in primary language arts regardless of whether a student in the class has an exceptionality.

### 3. Pull-out Instruction

Pull-out instruction refers to implementation of individualized programming for alternate programs, courses, and curriculum which occurs outside of the classroom. Instruction should be offered in the least restrictive, most inclusive environment respecting the dignity of the student. Where it has been **determined by the program planning team** that outcome(s) designed for an individual cannot be optimally met in the classroom setting, pull-out instruction may be required.

For a student to receive instruction in an alternate learning setting (pull-out instruction) the following criteria must be met:

- The program planning team has determined that optimal learning for specified IEP outcomes cannot occur in the classroom. This decision will be based on a review of the following:
  - individual student strengths and needs
  - dignity of the student
  - effectiveness of changes made to the environment (e.g., grouping, lighting, seating arrangement, differentiation in content, process, and product)
  - success achieved in the classroom as a result of implemented accommodations
  - personnel available in the classroom setting
- The purpose, timelines, intended outcomes and evaluation plan for the intervention is stated.
- Alternate programs or courses contain a plan for ongoing review of the student's placement outside of the general classroom.