

Mr. Barge's Instructional Tip of the Week!

Supporting All Learners

It's instructional day #34 and with the start of the second marking period, I am sure that everyone is working on their Target 5! plans and the supports that all students need in your classes. In week 4's Instructional Tip of the Week ("Utilize Resources"), I mentioned the importance of utilizing the invaluable information that is provided in our students' IEPs to ensure their success. I wanted to celebrate the work of an ICT pairing that is doing just that.

The other day I visited an 11th Grade ICT class taught by Ms. Kristen Head and Mr. Michael

Galotti. In addition to implementing many of the Writing Revolution strategies (please see our Peer Collaborative Teacher, Ms. Melissa Martone, for more information about practical and effective reading and writing strategies learned during the Writing Revolution trainings), Ms. Head and Mr. Galotti looked closely at each student's IEP and created an "Instructional" and "Materials" chart identifying each student's needs and supports that they use to help plan their lessons. They have also identified each student's strength, recommended assessments, and anecdotals that they use to align to the supports in class. These strategies result in a seamless implementation of instruction to ensure that expectations are high and all students are involved in rigorous tasks (with supports to complete such tasks) and a high level of student engagement. They also "group with a purpose" to encourage table discussion and more structured, and effective, formative assessment and check-ins.

Keep in mind that this is one strategy to support all learners, not just an ICT strategy. I encourage everyone to share their strategies for supporting all learners within your teacher team sessions and celebrating the **CARE**ful planning that is being done throughout our community to prepare all students to be COLLEGE READY, CAREER READY and LIFE READY!

uslane	Strangths	Needs	Materials	Differentiations	Assessment	Notes
-	- Reading - Creative - Communication - Visual learner	- Attention - Writing (Departmetion)	- Graphic organisers - Rubrics	Check ins One-on-one instruction Group discussion Verbal prompts	- Same as class	Gash works well with group members and benefits from group discussion. Other participates.
_	Vierbal comprehension is exercise for aps. Communication Works well with others. Multi-model learner	-Reading level is low average for age - Reading analysis and abstract thinking	Graphic organisers Outlines and models for written responses Mavels	Additional visuals Verbal and written prenets Additional time from reading comprehension Group/Peer work	- Template writing	Lacey consistently participates in class. Needs one-to-one ch in to evaluate understanding.
-	Average reading level for age - Decoding - Self problem solving (adjusting to meet standards)	- Test taking - Writing organization -	- Graphic organizers - Models - Rubrics	One-to-one instruction Feedble grouping Compositions guestions Extended time	Separate location Frequent check- ins Test Read	- Very quite - AddBonal OFU
-	- Attendance - Task orlented - Vitual learner	- Communication - Speech and language - Writing organization	Craphic organizers Models Vinting templates Ofecuation starters Rubris Checkluts Vinals	- Anequent CPU - Check-Ins - Check-Ins - Extended time for processing - Comprehension questions	- Template Miniting -Extended time	- Very quite - Hesitates to ask for het - Needs frequent prompt
	- High average reasoning - Reading on age level - Multi-model learning style	- Henring Impairment - Organization - Communication	- Drouwion startars - Visuals - Graphic organizars	- Oleck-Ins - Werbel (7U	- Extended time	Reserve,/quite Works well with others Tesk oriented hesitates to ask for help Misses homework assignments
	- Discussion/ Communication - Visual decoding - Self Advocacy/Asking questions	Reading Comprehension Stricting organization Staying on Task	- Graphic organizers - Models - Writing templates - Rubrics - Checklets	Prequent O'U Check-ins Datended time One-to-one instruction Preposeful grouping	Templated Writing Ditended time	Works well with others -Auto for help Distracted easily -Needs fraquent prompts/sneets-one
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... because at Edward R. Murrow High School, we CARE about our students!