

Education For All Overview

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Members of the Expert Panel

- Marcia Barnes, Ph.D.
- Micheline Godbout Beitel, Ph.D.
- Marie-Josée Berger, Ph.D.
- Brigitte Bergeron
- **Jean-Luc Bernard**
- Jocelyne Bouffard
- André L. Duguay
- Anik Gagnon
- Yves Herry, Ph.D.
- James Horan
- Anna Jupp
- Colin J. Laine, Ph.D.
- Martine LeClerc, Ph.D.
- Claire Maltais, Ph.D.
- Rhonda Martinussen, Ph.D.
- Pauline Morais
- Karen Morrison
- Don Parsons
- Marlene Sartor
- Nancy Vézina
- **Lesly Wade-Woolley, Ph.D.**
- Ellen Walters
- Vera Woloshyn, Ph.D.

Who are the Experts?

- **Members of the Expert Panel: French and English practitioners and researchers in Ontario**
 - Principals
 - Special education teachers
 - Classroom teachers
 - Educational technology experts
 - Clinical and school psychologists/psychometrist
 - Director of education
 - Dean of Faculty of Education
 - Researchers in education

Background

- **A key priority of the Ontario government is improved achievement for all students in publicly funded schools in Ontario.**
- **Previous reports from Expert Panels on literacy and numeracy in primary and junior grades.**

Purpose of the Report

- **Many students in Ontario's classrooms have special education needs. This Report provides a resource to support professional learning communities in providing the best possible learning environment for these students.**

Purpose of the Report

- **Previous Reports have revitalized classroom practice for literacy and numeracy instruction.**
- **The purpose of this Report is to improve and reinforce effective instruction of reading, writing, oral communication and mathematics to students from K-6 who have special education needs.**

The Panel's Perspective

- **Priority on students and classroom teachers**
- **Non-categorical approach to understanding the learning of students with special education needs**
- **Teaching strategies for literacy and numeracy**

The Panel's Terms of Reference

- **Assessment**
- **Program planning**
- **Evidence-based instructional strategies related to student learning needs**
- **Strategies for classroom organization and management**
- **Professional development for successful practices**

Our Beliefs

1. **All students can succeed.**
2. **Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.**
3. **Successful instructional practices are founded on evidence-based research, tempered by experience.**
4. **Classroom teachers are the key educators for a student's literacy and numeracy development.**

Our Beliefs

5. **Each child has his or her own unique patterns of learning.**
6. **The classroom teacher needs the support of the larger community to create a learning environment that supports students with special education needs.**
7. **Fairness is not sameness.**

Introduction

- **Link between the past and present, and direction for the future**
- **Day-to-day operations conducted by classroom teachers for the benefit of our students**
- **Importance of resources outside the classroom to support teaching and learning**

Planning for Inclusion: Universal Design for Learning and Differentiated Instruction

- **UDL is an orientation intended to shape teaching in order to provide all students with access to the curriculum.**
- **In DI, teachers adapt the curriculum, instruction, or expectations according to students' readiness, interests, and learning profiles.**
- **UDL provides broad principles for planning; DI allows teachers to address specific skills and difficulties.**

Assessment and Evaluation for Students With Special Education Needs

- **Classroom-based assessment**
- **Psycho-educational assessment**
- **Continuous assessment process**
- **Participants in the assessment process**

Developing Learning Profiles: Know Your Students

- **Class profiles**
- **Individual learning profiles**
- **Linking assessment information with student performance in the classroom**
- **Tools and templates**

Professional Learning Communities

- **Collective contribution reflecting the vision and values committed to improving student performance**
- **Promoting and implementing professional learning communities**
- **Leadership**

Research to Practice: What Works for Both Literacy and Numeracy

- **Importance of early identification and intervention**
- **Common factors in effective instruction for literacy and numeracy**

Effective Instructional Approaches and Teaching Strategies for Numeracy

- **Establishment of guiding principles for teaching numeracy**
- **Characteristics of effective mathematics learning environment**
- **Teaching approaches to promote communication and mathematics learning**

Effective Instructional Approaches and Teaching Strategies for Literacy

- **Interconnectedness of oral communication, reading, and writing**
- **Developmental sequence of literacy skill acquisition**
- **Importance of early identification of risk and targeted programming**
- **Foundational and conceptual skills taught concurrently**
- **Systematic and explicit instruction of sufficient duration and intensity**

Organization and Management

- **Shared responsibilities for inclusive education**
- **Positive learning environment**
- **Organizing and managing instructional variables**

Computer-based Assistive Technology

- **Benefits for students with special education needs**
- **Assistive technology tools for literacy and numeracy**
- **Limitations of assistive technology**

Professional Development

- **Key characteristics of professional development**
- **Maximizing literacy and numeracy instruction**
- **Options for professional development**

Recommendations

- **Professional development for all partners**
- **Assistive technology**
- **Program planning and implementation**
- **Teacher education**

“Active ingredients” in *Education for All*

Literacy and numeracy

Special education

Evidence-based research

Assessment

Partners

Accountability