



Nov 21st, 11:10 AM - 12:00 PM

The Inclusion Experience

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VanOstenbridge, Claire; Grimsley, Melissa; DiBridge, Jane; Whatley, Debra; and Westmoreland, Emilie, "The Inclusion Experience" (2015). *Inclusion Across the Lifespan Conference*. 4.

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The Inclusion Experience

Claire VanOstenbridge, Jane DiBridge, Melissa Grimsley, and Emilie Westmoreland

Today's Focus

Inclusion benefits everyone in the room, students and teachers alike. During this presentation, attendees will learn about the benefits of co-teaching, talk to current co-teachers, how to work with others effectively, and some unique experiences that inclusion classrooms can offer to their students. This includes but is not limited to various co-teaching styles, daily starter activities, literacy methods and activities, and differentiated note-taking.

Learning Goals for today

1. Participants will leave this presentation with a better understanding of how to work with their co-teachers and teams.
2. Participants will understand and be able to demonstrate different co-teaching models.
3. Participants will be able to apply a variety of teaching strategies to their inclusion classrooms that will improve their students' classroom experience.

PD Foldable

We're going to make a foldable for today's session.

Foldables make taking notes more interesting and they can pack a lot of information in one place. They also teach students better study skills like how to quiz themselves.

Follow the directions at the bottom of your foldable.



Self-Reflection

3 minute writing activity:

Reflect on your own classroom(s). What does inclusion look like at your school?
What are the strengths and areas for improvement?

Answer this in your foldable!

Share with a neighbor. Do you have anything in common? Share with the group!

Your co-teacher is a part of you!

Word to the wise...

Be respectful of each other's feelings and time

Treat your co-teachers just like you'd treat a family member

Planning is sacred

Always help one another

Talk to a co-teacher!

What do you want to know?



Models we use

Differentiated small group instruction (similar to stations)

Have your students complete an exit ticket on the lesson you just taught

Divide the exit tickets up into groups based on commonalities

Let's try it with a real exit ticket!



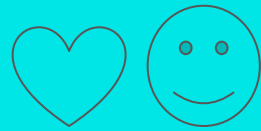
Models we use

Stations

Groupings can be based on number of things-relationships, abilities, needs

Ideally, one station can be technology based

Every station can focus on a certain aspect of a single or multiple concepts



Models we use

Parallel Teaching

This is where your strengths shine the most

Break up your lesson into two focuses- one focus per teacher

This can even be two different strategies for the same concept

ELA: Novel reading versus novel vocabulary OR novel vocabulary versus novel learning concepts

Strategies for your time

Foldables- how does yours look?

Daily Math Practice

daily practice

goals

weekly visit of certain concepts

DMP

Monday: Fractions

Solve the problems below and put into simplest form.

$$\frac{3}{4} \times 2 = \underline{\hspace{2cm}}$$

$$\frac{3}{7} + \frac{1}{3} = \underline{\hspace{2cm}}$$

Tuesday: Decimals

Solve the problems below. You may not use a calculator.

$$0.3 \times 0.16 = \underline{\hspace{2cm}}$$

$$24.6 + 1.2 = \underline{\hspace{2cm}}$$

Wednesday: Order of Operations

Solve the following problems.

$$(89 + 14) = \underline{\hspace{2cm}}$$

$$0.4 \times 0.12 = \underline{\hspace{2cm}}$$

$$1.32 + 4 = \underline{\hspace{2cm}}$$

$$98.4 + 0.237 = \underline{\hspace{2cm}}$$

Thursday: Word Problem

Austin made \$300 last week waiting and bussing tables. He wants to buy a new tablet because the screen on his is broken. The tablet costs \$175. He also wants to get the warranty plan for his tablet, which costs an additional \$75. Does he have enough money to pay for the tablet and the warranty? Use **CUBES** and show your work.



Strategies for your time

Twitter responses

Conferencing

The image shows a vertical stack of three tweets from Ms. Grimsley (@MsGrimsley8). Each tweet includes a profile picture of a woman with brown hair, the name 'Ms. Grimsley', the handle '@MsGrimsley8', and the date. The first tweet is dated Nov 5 and asks for predictions about a character named Cody. The second tweet, also dated Nov 5, asks for predictions about a relationship between Lyla and Cody. The third tweet is dated Nov 3 and announces the use of Twitter in an ELA classroom. Each tweet has icons for reply, retweet, and like, with numerical values provided for the latter two.

Ms. Grimsley @MsGrimsley8 · Nov 5
Nice prediction. What would happen if Cody joined the community?
Just a thought.


← 2 1 ...

Ms. Grimsley @MsGrimsley8 · Nov 5
The suspense is building in our novel Gated! Predict what you think
might be the outcome of Lyla and Cody's relationship.

← 2 4 ...

Ms. Grimsley @MsGrimsley8 · Nov 3
Welcome to Ms. Grimsley's ELA class! We
will begin using Twitter as an additional
classroom resource.


← 2 10 ...





Strategies for your time

Strategy Wall

 **Word Step Problems**

C Circle the numbers

U Underline the **important** information

B Box the question

E Eliminate any **unnecessary** information

S Select your **strategies**

How to Make a Mixed Number **MAD**

$$3 \frac{1}{5} \quad (3 \times 5) + 1 = 16$$

$\frac{16}{5}$

Order of Operations

P	P= Parenthesis () E= Exponents 5^2 M= Multiplication \times D= Division \div A= Addition $+$ S= Subtraction $-$
E	
M D	Purple Elephants May Destroy A School.
A S	



Strategies for your time

Reading strategies- think aloud

Co-teachers can take turns modeling this so students learn two different perspectives)

“Say Something”

Tableau

Acting out vocabulary words in frozen poses with a partner