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| **Conversation Guide Template** |
| **Dimension #4: Organizing Learning and Instruction** |
| To what extent are the following indicators of inclusion present in your school? |
| 1. School and classroom schedules are flexible and responsive to students’ learning needs and preferences.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Instructional planning includes addressing the learning needs of all students in the classroom.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Teachers have opportunities to collaborate in planning and teaching.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Teachers know their students’ individual strengths, needs, interests and learning preferences, and use this information to enrich instructional planning.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Students have ongoing opportunities to discuss and explore their interests, concerns and passions.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Learning experiences are designed to tap into the strengths and interests of all students.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Students have opportunities to learn from one another.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. When organizing groupings of students, the learning and emotional needs of individuals are considered.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Activating and/or building background knowledge is an integral part of every learning experience.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Teachers provide multiple ways for students to access new information and concepts.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Teachers provide explicit strategy instruction so that students develop a repertoire of learning strategies.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Students have access to a diverse range of learning resources at varying reading levels, and in varied formats.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Students have opportunities to interact with a variety of peers and benefit from multiple perspectives.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Students have opportunities to learn collaboratively through cooperative learning and peer tutoring.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Educational technologies are used in meaningful ways to engage and support learning.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Students receive ongoing descriptive feedback to inform their learning.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Students have multiple ways to demonstrate their learning and growth.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Classroom assessment contributes to the engagement and success of all students.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. Educational assistants support the learning and participation of all students.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |

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| 1. All student have opportunities (and support, if required) to participate in co- and extra-curricular activities.
 |
|  | 5Yes, definitely | 4For the most part | 3Somewhat | 2Not really | 1Not at all |
| An example of how this is in place is: An example of how this is not in place is:  |