

2017

Learning *for* All

K–12 PROFESSIONAL LEARNING

FACILITATOR'S GUIDE



support every child
reach every student



Contents

Introduction	5
Module One: Knowing the Learner	7
1.0 Learning Launch	11
1.1 Understanding Learning Differences	15
1.2: Examining Sources that Inform a Learner Profile	24
1.3: Identifying and Capturing Patterns	30
1.4: Consolidating Our Learning	39
Appendix 1: Sample Images	42
Appendix 2: Examining Cognitive Processing Skills	47
Appendix 3: Identifying Learning Processes (CASE STUDY: Shawn)	48
Appendix 4: Using a Strengths and Needs Chart	50
Appendix 5: Reviewing the Ontario Student Record Document File	52
Appendix 6: Observing Classroom Behaviour (CASE STUDY: Keone)	54
Appendix 7: Recognizing Signs: What Might We Observe?	55
Appendix 8: Grade 1 Report Card	57
Appendix 9: Grade 2 Report Card	62
Appendix 10: Grade 3 Report Card	67
Appendix 11: Grade 8 Report Card	72
Appendix 12: Grade 8 Alternative Report Card	77
Appendix 13: Grade 9 Report Card	78
Appendix 14: Grade 9 Alternative Report Card	83
Appendix 15: Psychological Assessment Report	88
Appendix 16: Grade 5 Individual Education Plan	102

Appendix 17: Grade 8 Individual Education Plan	111
Appendix 18: Grade 9 Individual Education Plan	122
Appendix 19: Student Samples (Elementary)	136
Appendix 20: Conversations and Consultations at the Elementary School Level	142
Appendix 21: Conversation in Preparation for the Transition to Secondary School	146
Appendix 22: Conversation between a Special Education Teacher and a Parent, Grade 9	150
Appendix 23: Conversation between a Math Teacher and a Student, Grade 9	152
Appendix 24: Conversation between a Geography Teacher and a Special Education Teacher, Grade 9	155
Appendix 25: Planning for the Transition from Elementary to Secondary School	158
Appendix 26: Identifying Strengths and Needs	163
Appendix 27: Reflecting On How My Thinking Has Changed	165

Introduction

The Critical Thinking Consortium (TC²) and the Special Education / Success for All Branch of the Ministry of Education of Ontario are working together to create a facilitator's guide for educators who are leading professional learning. Using *Learning For All, An Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013) as a foundation, these detailed resources invite facilitators and teachers to think critically about teaching and learning as they make decisions about how to best meet the needs of all learners.

Fundamental to the development of these materials is meaningful collaboration with educational leaders in school districts. The following school districts have been invited to engage in the first stage of this project:

- District School Board of Niagara,
- Peel District School Board,
- Simcoe County District School Board,
- Superior Greenstone District School Board, and
- Thames Valley District School Board.

Our hope is that by working together, we will

- develop a deeper understanding of the current challenges facing educators;
- nurture a deeper understanding of challenges faced by those facilitating educator learning;
- engage in an iterative process of development, feedback, refinement and enhancement of materials; and
- incorporate authentic examples of teacher and student learning that are relevant and respond directly to the diverse professional learning needs of educators.

The facilitator's guide will eventually comprise four modules, each with several learning sessions and supporting resources. This first module uses case studies to illustrate how the cycle of learning, teaching and leading can support students with learning disabilities. Facilitators leading professional learning sessions are encouraged to supplement the case studies provided with examples and corresponding samples of student work and assessments from their own contexts. The processes described in the sessions can be applied to all learners at all levels.

MODULE ONE

Knowing the Learner

OVERVIEW

This series of sessions will support educators with the following overall challenge:

- ☒ **Create or contribute to a robust learner profile for students with learning disabilities.**

MODULE ONE AT A GLANCE

SESSION TITLE	CHALLENGE	OVERVIEW OF SUPPORTING ACTIVITIES	MATERIALS
I.0 Learning Launch (Introduction)	Develop initial criteria for a robust learner profile	A. Rate the complexity of teaching B. Select the visual that best reflects current thinking C. Create the criteria for a robust learner profile	Appendix 1 Sample Images
I.1 Understanding Learning Differences	Draft a script that could be used to explain to a student teacher what a learning disability is and is not	A. Share the goals of the session B. Assess individual abilities C. Uncover the relationships between learning, learning variation and learning disability D. Revisit our understanding of learning disabilities E. Explore cognitive processing skills F. Apply understanding of cognitive processing skills to a case study G. Apply understanding of cognitive processing skills to our students H. Revisit the criteria for a robust learner profile I. Synthesize, consolidate and communicate learning	Appendix 2 Examining Cognitive Processing Skills Appendix 3 Identifying Learning Processes (CASE STUDY: Shawn) Appendix 4 Using a Strengths and Needs Chart Policy / Program Memorandum No. 8 (PPM 8): Identification of and Program Planning for Students with Learning Disabilities York Waterfall Chart: Understanding Disabilities—How Processing Affects Learning + two videos (https://www.dataschool.ca/york-waterfall-chart) Video: Dr. Sue Ball from York Regional District School Board Video: Dan and Elisa: An Introduction to Learning Disabilities in the Classroom Dan 00:09–01:03 Elisa 06:25–07:54

SESSION TITLE	CHALLENGE By the end of the session, educators will:	OVERVIEW OF SUPPORTING ACTIVITIES	MATERIALS
1.2: Examining Sources that Inform a Learner Profile	Draft a helpful observation tool to support efforts to better understand and assess a learner's strengths and needs	<ul style="list-style-type: none"> A. Share the goals of the session B. Determine what matters most in a student's Ontario Student Record (OSR) C. Distinguish between observations and inferences D. Prepare for observation E. Revisit the criteria for a robust learner profile F. Practise observation 	<p>Appendix 5 <i>Reviewing the Ontario Student Record: Document File</i></p> <p>Appendix 6 <i>Observing Classroom Behaviour (CASE STUDY: Keone)</i></p> <p>Appendix 7 <i>Recognizing Signs: What Might We Observe?</i></p>
1.3: Recognizing and Capturing Patterns	Create or contribute to a draft learner profile for a particular student and prepare useful speaking notes that could be used to have a conversation with the student about their learner profile	<ul style="list-style-type: none"> A. Share the goals of the session B. Critique and refine a Learner Profile Template C. Identify patterns in documents in the Ontario Student Record (OSR) D. Learn from student work E. Learn from conversations and consultations F. Make sense of the patterns in the learner profile G. Prepare speaking notes H. Revisit the criteria for a robust learner profile 	<p>Appendix 8 Grade 1 Report Card</p> <p>Appendix 9 Grade 2 Report Card</p> <p>Appendix 10 Grade 3 Report Card</p> <p>Appendix 11 Grade 8 Report Card</p> <p>Appendix 12 Grade 8 Alternative Report Card</p> <p>Appendix 13 Grade 9 Report Card</p> <p>Appendix 14 Grade 9 Alternative Report Card</p> <p>Appendix 15 Psychological Assessment Report</p> <p>Appendix 16 Grade 5 IEP</p> <p>Appendix 17 Grade 8 IEP</p> <p>Appendix 18 Grade 9 IEP</p> <p>Appendix 19 Student Samples (Elementary)</p>

SESSION TITLE	CHALLENGE	OVERVIEW OF SUPPORTING ACTIVITIES	MATERIALS
I.3: Recognizing and Capturing Patterns (continued)	By the end of the session, educators will:		<p>Appendix 20 <i>Conversations and Consultations at the Elementary School Level</i></p> <p>Appendix 21 <i>Conversation in Preparation for the Transition to Secondary School</i></p> <p>Appendix 22 <i>Conversation between a Special Education Teacher and a Parent, Grade 9</i></p> <p>Appendix 23 <i>Conversation between a Math Teacher and a Student, Grade 9</i></p> <p>Appendix 24 <i>Conversation between a Geography Teacher and a Special Education Teacher, Grade 9</i></p> <p>Appendix 25 <i>Planning for the Transition from Elementary to Secondary School</i></p> <p>Appendix 26 <i>Identifying Strengths and Needs</i></p>
I.4: Consolidating Our Learning	Summarize how thinking about developing learner profiles and learning disabilities has been confirmed, deepened, challenged or refined	<p>A. Share the goals of the session</p> <p>B. Reflect on how your thinking has changed</p> <p>C. Summarize your key learnings</p> <p>D. Develop important next steps</p>	<p>Appendix 27 <i>Reflecting on How My Thinking Changed</i></p>

I.0 Learning Launch

CHALLENGE

By the end of this session, educators will...

- ☒ **Develop initial criteria for a robust learner profile.**

GOALS

- 1. To surface the complexity of teaching all students.**
- 2. To validate how teachers feel about teaching students with learning disabilities in particular.**
- 3. To recognize that increased knowledge about learning disabilities helps both the teacher and the student.**

SUMMARY

During this facilitated learning opportunity, participants will refine and deepen their understanding of what a robust learner profile would look like. They begin by identifying the challenging factors that make teaching complex, particularly with respect to the range of strengths and needs of their learners. Participants then consider a variety of visuals and select the one that best reflects their current thinking, feelings and beliefs about teaching students with learning disabilities. They are presented with a brief sample profile of a student with a learning disability and determine the degree to which it would help inform their planning. Through the discussion, participants develop and refine the criteria for a robust learner profile.

FACILITATOR PREPARATION AND CONSIDERATIONS

Read through the activities for the session. Depending on the size of the group, the knowledge and experience of participants, and the grade level they teach, you may need to make choices about presentation style, instructional strategies or activity materials.

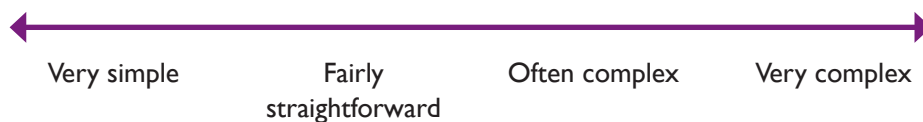
The following chart summarizes the challenge, activities and materials for this session.

SESSION TITLE	CHALLENGE By the end of the session, educators will:	OVERVIEW OF SUPPORTING ACTIVITIES	MATERIALS
I.0 Learning Launch (Introduction)	Develop initial criteria for a robust learner profile	A. Rate the complexity of teaching B. Select the visual that best reflects current thinking C. Create the criteria for a robust learner profile	Appendix I <i>Sample Images</i>

SUGGESTED ACTIVITIES

A. Rate the complexity of teaching

- Ask educators to discuss with a partner where they would place teaching on the following continuum of work complexity.



- Invite participants to share their thoughts with the group. Prompt participants to suggest what factor(s) may contribute the most to the complexity of teaching. Guide the conversation to explore reasons behind the various views on the complexity of teaching, including working with students with complex profiles.

B. Select the visual that best reflects current thinking

- Display the four images from Appendix I around the room or on a screen. Label four different locations of the room with a 1, 2, 3, or 4.

Consideration: Four sample images have been included: an iceberg, a bank, an orchestra and a coffee shop. If you wish to select different visuals, consider images that might imply complexity, variation, interplay between users, and changes over time.

- Ask participants to individually think about the images and then physically move to the image (or numbered sheet of paper) that matches their response to the prompt.
- Once participants are in four groups, ask them to discuss with a partner the reasons for their selection.
- Invite volunteers to share their thinking with the whole group.
- Invite participants to complete the following prompt: "Teaching students with learning disabilities is like... because..."

C. Create the criteria for a robust learner profile

- Suggest that a robust learner profile can be a valuable tool in navigating the complexities of teaching students with learning disabilities.

Key Points: Many school districts generate student profiles based on details captured in their student management systems. In Learning for All, however, a student learning profile is described as a process of gathering and making sense of information from a variety of sources to inform and guide decisions regarding instruction and targeted assessments. This process is often documented in a Student Profile Template (see Learning for All, page 49) and is particularly important for students with learning disabilities.

- Invite teachers to imagine they have received the following information about a student with learning disabilities in their class.

Dan is a grade 5 student with learning disabilities. He enjoys school, gets along well with his classmates and loves class discussions.

Consideration: You may wish to change the details about the student to match the experiences and contexts of participants.

- Ask teachers to discuss with a partner what might be added or changed to make Dan's learner profile more robust.

- Record participant responses on a whiteboard or on chart paper. Group common ideas together to generate three or four initial criteria for a robust profile.

Key Point: The goal is to generate initial criteria that can be refined over the course of the module. A robust profile might be

- thorough,
 - specific.
-
- Consider posting the initial criteria in a common space. Suggest that in future sessions there will be opportunities to revisit, refine and use the criteria to examine, rework and create learner profiles.

I.I Understanding Learning Difficulties

CHALLENGE

By the end of this session, educators will...

- ☑ Draft a script that could be used to explain to a student teacher what a learning disability is and is not.

GOALS

1. To recognize that all individuals have a unique pattern of strengths and needs that form a key part of a robust learner profile.
2. To understand the nature of learning disabilities in the context of school and curriculum. For example:
 - We all learn differently.
 - We each have various strategies to help us learn.
 - Students with learning disabilities process information differently.
 - Learning disabilities vary in severity.
3. To consider the implications of the cognitive processing skills involved in learning.
4. To review the definition of learning disability in Policy / Program Memorandum No. 8 (PPM 8): Identification of and Program Planning for Students with Learning Disabilities.

SUMMARY

During this facilitated learning opportunity, educators will explore and deepen their understanding of what is a learning disability with the goal of being able to include the key components in an explanation to a student teacher. They begin by reflecting on and assessing their own abilities, honing in on a particular ability and considering how variations in that ability might become a disability given the demands of certain tasks. Participants extend their understanding of learning disabilities by examining and applying the cognitive processing skills to a case study, and then to a student they know. Finally, they synthesize, consolidate and communicate their learning by preparing a draft script that could be used to explain to a student teacher what a learning disability is and is not. They will refine their thinking about what constitutes a robust learner profile (see Session 1.0).

FACILITATOR PREPARATION AND CONSIDERATIONS

Read through the activities for the session. Depending on the size of the group, the knowledge and experience of participants (including whether or not they have previously participated in one or more of the other modules), and the grade level they teach, you may need to make choices about presentation style, instructional strategies or activity materials.

The following chart summarizes the challenge, activities and materials for this session.

SESSION TITLE	CHALLENGE By the end of the session, educators will:	OVERVIEW OF SUPPORTING ACTIVITIES	MATERIALS
I.1 Understanding Learning Differences	Draft a script that could be used to explain to a student teacher what a learning disability is and is not	<ul style="list-style-type: none"> A. Share the goals of the session B. Assess individual abilities C. Uncover the relationships between learning, learning variation and learning disability D. Revisit our understanding of learning disabilities E. Explore cognitive processing skills F. Apply understanding of cognitive processing skills to a case study G. Apply understanding of cognitive processing skills to our students H. Revisit the criteria for a robust learner profile I. Synthesize, consolidate and communicate learning 	<p>Appendix 2 <i>Examining Cognitive Processing Skills</i></p> <p>Appendix 3 <i>Identifying Learning Processes (CASE STUDY: Shawn)</i></p> <p>Appendix 4 <i>Using a Strengths and Needs Chart</i></p> <p>Policy / Program Memorandum No. 8 (PPM 8): <i>Identification of and Program Planning for Students with Learning Disabilities</i></p> <p>York Waterfall Chart: <i>Understanding Disabilities— How Processing Affects Learning</i> + two videos (https://www.ldatschool.ca/york-waterfall-chart)</p> <p>Video: Dr. Sue Ball from York Regional District School Board</p> <p>Video: Dan and Elisa: An Introduction to Learning Disabilities in the Classroom</p> <p>Dan 00:09–01:03 Elisa 06:25–07:54</p>

SUGGESTED ACTIVITIES

A. Share the goals of the session

- If participants have worked through Session 1.0 of this module, you might invite them to share their initial thoughts about what a robust learner profile would look like. Suggest that there will be opportunities to revisit and enrich these initial thoughts during this session.
- Explain to educators that the purpose of this session is to review and deepen understanding of learning disabilities as a step toward helping them support students.
- Share the session challenge: By the end of this session, we will draft a script that could be used to explain to a student teacher what a learning disability is and is not.
- Invite participants to think about their current level of confidence in explaining learning disabilities to a student teacher:
 - What would you say?
 - What would be difficult about that task?
 - What questions might you need answered to support your own understanding first?
- Encourage educators to note their initial thoughts about what they might say, assuring them that they will return to this exercise throughout the session.
- Invite participants to share their thinking with a colleague.

B. Assess individual abilities

- Invite pairs of participants to suggest how learning disabilities might be different from or similar to learning variations. Encourage pairs to share their thinking with the group. Suggest that some people may question how learning disabilities differ from the learning variations that everyone possesses.
- Ask participants to individually rate their own proficiency in the following areas, on a scale of 0 to 5, with 0 representing no proficiency; 5, highly proficient:
 - drawing
 - learning languages
 - organizational ability
 - physical coordination
 - sense of direction
 - singing
- Prompt teachers to compare their ratings with a partner or in a small group. What did they rate high versus low? To what extent were colleagues aware of their strengths and challenges?

- Ask participants to, on their own, note how they might effectively explain what a learning disability is and is not to a student teacher. Prompt participants to reflect on the activities from this part of the session as they consider their explanation. Encourage them to use point form notes for this draft explanation.

Key Point: We all have a profile of strengths and needs that make us who we are. We are all unique.

C. Uncover the relationships between learning, learning variation and learning disability

- Ensure that each participant has a blank piece of 8.5 × 11-inch paper. Inform participants that their challenge is to create a visual representation of the route they travelled to this session, accurate enough that someone else could successfully follow it.
- When participants have completed their maps, ask them to suggest what skills or strategies were needed to successfully complete the task. Invite participants to share with the group why they used these strategies.
- Engage participants in the following questions:
 - What was the most challenging aspect of this task?
 - Could a lack of proficiency at mapmaking be considered a disability?
 - How do task requirements influence the strategies students might use?
 - How might students feel or react when they are asked to use lesser-developed or weaker skills?

Consideration: Consider inviting participants to describe the relationship between feeling successful, student success and student well-being. Emphasize or paraphrase participant answers that reveal the teacher's role in selecting tasks for students and using knowledge of students' strengths and needs to inform task development.

- Share the video clip (<https://www.ldatschool.ca/york-waterfall-chart>) of a psychologist who summarizes the relationships between learning, learning variation and learning disabilities. Before beginning the clip, prompt participants to record any **Got Its** (information that confirms your thinking); **Get Its** (information that you just learned); and **Need Its** (information that is still unclear) while they watch.

Key Points: Everyone has strengths and needs that vary in degree, not in kind. Normal variations in strengths and needs emerge in response to variables found in learning contexts and tasks. Among the variables are the level of skill that is required, the degree of difficulty of the task, the developmental stage of the learner, and the interplay between the requirements of the task and what capabilities are needed for success.

D. Revisit our understanding of learning disabilities

- After viewing the video, invite participants to turn to a partner and revisit their original understanding of learning disabilities noted at the beginning of the session. Prompt them to consider how their explanation of learning disabilities to a student teacher might be refined or revised in light of these learnings.
- Ask participants to suggest common misconceptions about learning disabilities that might need to be dispelled. Once they have had some time to talk with a partner about these misconceptions, share the description of what a learning disability is *not*, as explained in the Ontario Ministry of Education's *PPM 8*:
 - A learning disability “is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.” (*PPM 8*, page 2)
- Ask participants to suggest what ideas in the quote might be confusing or require clarification.
- Prompt participants to return to their notes on how they might effectively explain to a student teacher what a learning disability is and is not. Invite them to revise their point form notes given what they have just learned about learning disabilities.

E. Explore cognitive processing skills

Consideration: There are many possible ways to structure this activity based on the time and the resources available. You may wish to provide each educator with six slips of paper or cue cards, each with one of the six cognitive processing skills written on it. Invite educators to sort the slips (or cards) into different piles as each statement is read aloud. Alternatively, you might provide participants with a list of the skills and the seven statements and ask them to record their comfort level with each of the cognitive skills (Appendix 2). You might also simply encourage them to turn to a partner and talk about their responses.

- Without explaining the terms, share the following list of six cognitive processing skills referred to in the Ontario Ministry of Education's definition of learning disability:
 - executive functions
 - memory and attention
 - perceptual-motor processing
 - phonological processing
 - processing speed
 - visual-spatial processing
- Invite participants to select the cognitive processing skill that best completes each of the following statements:
 - I feel most comfortable with my understanding of...
 - I feel least comfortable with my understanding of...
 - I know a student who has a real strength in...
 - I know of a student who struggles with...
 - I suspect one of my students struggles with...
 - I need to better understand the signs of strength and weakness in...
 - I need to better understand how to implement strategies to support...
- Download a copy of the interactive waterfall chart from York Region District School Board (<https://www.ldatschool.ca/wp-content/uploads/2014/06/LD@school-2017.pdf>) that shows how the eight cognitive processing skills listed on the chart affect learning. Share and review this chart with participants.

Key Points: Note that some school districts use frameworks and policies based on eight cognitive processing skills. All individuals use eight cognitive processing skills to learn; it is the relative strength and weakness of these skills that is unique to each individual. Individuals with learning disabilities may have average to above average thinking and reasoning abilities.

A learning disability refers to a situation when one or more of the eight processing skills impacts an individual's ability to show their potential inside the classroom or out, whether it be in their oral language, reading, writing, math, organization and / or social skills.

The impact of weak processing skill(s) changes depending on a number of variables. Among them are the age and developmental stage of the learner; the degree of difficulty of the task, the nature of the learning conditions and environment, and the ability and opportunity for the student to leverage their strengths.

- Inform participants that their next challenge is to identify which of the cognitive processing skills are explicitly or implicitly referred to in videos about students.
- Show two sections from the video *An Introduction to Learning Disabilities in the Classroom* to demonstrate the variations in learning disabilities / processing skills. The video can be found at <https://www.ldatschool.ca/educator-supports/an-introduction-to-learning-disabilities-in-the-classroom>
 - Dan (clip: 00:09–01:03)
 - Elisa (clip: 06:25–07:54)
- Invite participants to share their observations. Encourage them to suggest which details from the videos might support their observations.
- Prompt participants to suggest how the waterfall chart might be useful in identifying the cognitive processing skills.
- Consider asking the teachers to discuss the following questions:
 - What strategies or actions may have contributed the most to the students' understanding of their learning strengths and needs?
 - What implications might increased student self-awareness and understanding have for learning and achievement?
 - What might help students develop this level of understanding, awareness and advocacy?

F. Apply understanding of cognitive processing skills to a case study

- Organize participants into pairs and ask them to read through the observations of a 10-year-old student with a learning disability (Appendix 3). Prompt participants to identify the student's strengths and challenges, recording the details on the strengths and needs chart (Appendix 4).
- Encourage participants to reflect on the cognitive processing skills and then to identify the student's greatest strengths and greatest needs.
- Invite participants to share their decisions with the group.

G. Apply understanding of cognitive processing skills to our students

- Invite educators to think of a student they work with who has a learning disability. Now ask them to scan through the "Possible Signs" sections of the *York Waterfall Chart: Understanding Learning Disabilities—How Processing Affects Learning*, available at <https://www.ldatschool.ca/wp-content/uploads/2014/06/LD@school-2017.pdf>.

Consideration: For this activity, it might be very helpful to have educators who share a student work together. You might also wish to show a video explaining the structure of the waterfall document before they engage in this activity. See <https://www.youtube.com/watch?v=82k0BfQgPlg>.

- Ask participants to put a checkmark next to any of the possible signs they have observed in that student and a question mark next any possible signs they have not observed.
- Working in pairs or small groups, ask participants to look for any trends in what was checked or not checked on their lists. Invite groups to share their observations with the group.
- Prompt participants to return to their draft explanations of learning disabilities. Encourage them to revise or refine their point form notes given what they've learned in these activities.

H. Revisit the criteria for a robust learner profile

- Display the criteria for a robust learner profile generated earlier in this module (see 1.0 Learning Launch). Ask participants what refinements or revisions might be made based on the activities in this session.

Consideration: If the criteria for a robust learner profile have not already been developed, see the activity suggestions in 1.0 Learning Launch.

I. Synthesize, consolidate and communicate learning

- Invite participants to reflect on what they have learned so far about learning, learning variation and cognitive processing skills with respect to the definition of learning disability in PPM 8.
- Ask participants to consider these ideas while revisiting their initial thoughts about how they might explain to a student teacher what a learning disability is and is not. How might they revise their script? What would they add or delete? Invite them to use point form notes for their draft explanation.
- Instruct participants to select four to five key understandings that they would share in their script. Remind participants to carefully consider the length and complexity of their message.
- Provide an opportunity for educators to share their draft, orally or in writing, with a colleague for feedback. Suggest that useful feedback would include information about
 - the clarity of the language,
 - the tone of the underlying message, and
 - the completeness and accuracy of the content.

1.2 Examining Sources that Inform a Learner Profile

CHALLENGE

By the end of this session, educators will...

Draft a helpful observation tool to support efforts to better understand and assess a learner's strengths and needs.

GOALS

- 1. To become familiar with the specific documentation that is collected about students with learning disabilities, including where it is located and what assessment data it typically includes.**
- 2. To design a tool that could be used to track focused observations of a student with learning disabilities in order to better understand and assess a learner's strengths and needs.**

SUMMARY

During this facilitated learning opportunity, participants will review different sources of assessment information, including those found in an Ontario Student Record (OSR), that can inform a student's learner profile. They will also determine the relative usefulness of these and other sources in the process of developing a learner profile. Through this exploration, participants will deepen their understanding of how to use various sources and draft a helpful observation tool to support their efforts to better understand and assess a learner's strengths and needs.

FACILITATOR PREPARATION AND CONSIDERATIONS

Read through the activities for the session. Depending on the size of the group, the knowledge and experience of participants (including whether or not they have previously participated in one or more of the other modules), and the grade level they teach, you may need to make choices about presentation style, instructional strategies or activity materials.

The following chart summarizes the challenge, activities and materials for this session.

SESSION TITLE	CHALLENGE By the end of the session, educators will:	OVERVIEW OF SUPPORTING ACTIVITIES	MATERIALS
I.2: Examining Sources that Inform a Learner Profile	Draft a helpful observation tool to support efforts to better understand and assess a learner's strengths and needs	A. Share the goals of the session B. Determine what matters most in a student's Ontario Student Record (OSR) C. Distinguish between observations and inferences D. Prepare for observation E. Revisit the criteria for a robust learner profile F. Practise observation	Appendix 5 <i>Reviewing the Ontario Student Record: Document File</i> Appendix 6 <i>Observing Classroom Behaviour (CASE STUDY: Keone)</i> Appendix 7 <i>Recognizing Signs: What Might We Observe?</i>

SUGGESTED ACTIVITIES

A. Share the goals of the session

- If participants have engaged in Session I.0 or Session I.1 of this module, invite them to share their initial thoughts about what a robust learner profile would look like. Suggest that there will be opportunities to revisit and refine these initial thoughts during this session.

- Invite educators to think about the following questions:
 - When and how is observation helpful in learning about your students?
 - What is challenging about observation as a way to know your learners?
 - What characteristics would be important in an observation tool to make it truly helpful to an educator?
- Encourage educators to jot down some initial responses to these questions, assuring them that they will have the opportunity to revisit these ideas throughout the session. Invite participants to share their responses to the questions with a partner.
- Explain that the purpose of this session is to review and deepen understanding of the different sources of information that can inform a student's learner profile and determine the relative usefulness of different sources. In particular:
 - What might be learned from assessment data documented in the Ontario Student Record?
 - What can be learned from conversations with and about a student?
 - What can be learned from observing and examining samples of student work?
- Share the session challenge: *By the end of this session, we will begin to draft a helpful observation tool to support efforts to better understand and assess a learner's strengths and needs.*

B. Determine what matters most in a student's Ontario Student Record (OSR)

- Invite participants to suggest what must be found in OSRs. Remind educators that OSRs are required to contain:
 - report cards,
 - an Ontario Student Transcript, where applicable,
 - a documentation file, where applicable,
 - an office index card, and
 - additional information identified as being conducive to the improvement of the instruction of the student.
- Invite participants to work with a partner to identify the elements of the OSR that are the most useful when learning about a student. Encourage participants to share their thinking with the whole group.
- Inform participants that they will be carefully examining the Document File and, in particular, the following elements that are often found in it:
 - the Individual Education Plan (IEP), and
 - educational, psychological and health assessments.

Key Point: The Document File often contains pertinent information about students with learning disabilities. For further details about what's typically contained in the Document File, note the components listed in Section 3 of the Ontario Student Record Guideline (2000) found at <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html#3>.

- Ensure that all participants have copies of Appendix 5. Prompt participants to examine the documents with a partner and to respond to the following questions:
 - Are any of the headings a surprise?
 - Should any headings be added?
 - What types of information might be found under each heading of the Individual Education Plan and the Psychological and Educational Assessment Report?
- Guide the group in a discussion of their responses.

Consideration: School districts often develop their own specific templates for Individual Education Plans and psychological and / or educational assessments. Consider using the templates used by the district for this activity.

- Direct participants back to their partners and prompt them to develop a list of the evidence, information or data that might support better understanding of a learner.
- Ask groups to share their ideas, and consider recording them on a whiteboard or chart paper. Invite the group to suggest which items from the list might be learned from observing a student or a student's evidence of learning.
- Invite participants to revisit their initial thoughts on the characteristics of an observation tool that would make it truly helpful for an educator.

C. Distinguish between observations and inferences

- Display the image of a bank (Appendix 1) on a piece of paper or using a projector. Invite participants to carefully examine the image and, using visual clues in the image, suggest:
 - when the photograph was taken (time of day, month, year), and
 - where the photograph was taken (city, country).
- Encourage participants to share their thinking with the group. As participants share, prompt them to suggest which ideas might be observations and which

may be inferences. Remind them that observations are details that can be seen or heard, whereas inferences are conclusions drawn from observations, past experiences or assumptions.

- Ask participants to reflect on what inferences might be made when observing students. Encourage them to recall an instance when they may have too quickly formed a conclusion about a student. Conversely, prompt participants to consider an example of when a conclusion about a student changed after a careful observation. Invite participants to share their reflections.
- Invite the group to suggest what might be done to ensure that observations are based on what is seen or heard rather than on what is inferred. Suggest that the ability to make accurate observations can be improved through practice.
- Indicate that this session will focus on developing awareness of the tendency to use inferences, with the goal of developing a tool to help gather and record useful observations.

Key Point: See Session 1.3: Identifying and Capturing Patterns for additional ideas about distinguishing between observations and inferences.

D. Prepare for observation

- Ask participants to read the case study of Keone (Appendix 6). Alternatively, the case study could be read aloud or displayed on a screen.
- Prompt participants to work with a partner to identify what observations and inferences might be made about the student from the case study. Invite pairs to share their thinking with the group.
- Suggest that revisiting understanding of the cognitive processes may enhance our ability to make observations and inferences. Ask educators to work with a partner (if possible from a different grade level / subject area) to review the eight cognitive processing skills in the *York Waterfall Chart: Understanding Learning Disabilities—How Processing Affects Learning* (<https://www.ldatschool.ca/wp-content/uploads/2014/06/LD@school-2017.pdf>). For each of the cognitive processing skills, invite participants to select three “Possible Signs” that lend themselves to focused observation.
- Ask participants to select the possible sign from each cognitive processing skill that would be most readily observable in their particular context (e.g., subject area, grade level).
- Invite participants to work together to suggest two or three pieces of evidence, indicators or “look-fors” that could guide their observations of each skill. Suggest that the chart *Recognizing Signs: What Might We Observe?* (Appendix 7) might be used to help them organize their thinking.

Key Point: Not all cognitive processes lend themselves to focused observation in all contexts and may require further investigation with other educators who know the student. In addition, cognitive processes that can be observed may be affected by context. For example, under Language, one of the possible signs is writing for extended periods of time. In this case, context-specific look-fors are necessary; for example “extended” writing in grade 2 is different than in grade 9.

- Invite participants to suggest how these look-fors might be recorded and organized in a practical observation tool or template that could be used while observing a student. Consider recording and displaying participant ideas on a white board or chart paper.
- Direct participants to work with a partner or small group to begin developing a practical observation tool or template that could be used while observing students. Provide enough time for groups to create an initial draft of their tool.
- Invite participants to share their draft tools with other groups.

Key Point: Information obtained through observation is not often archived in an Ontario Student Record, but it can provide critical, current and contextual data to clarify understanding of an individual student’s profile and ultimately support their individual program.

E. Revisit the criteria for a robust learner profile

- Display the criteria for a robust learner profile generated earlier in this module (see 1.0 Learning Launch). Ask if any refinements or revisions might be made based on the discussions about observations.

F. Practise observation

- Ask educators to discuss the value of information gathered from observations and to revisit the challenges of observing learners that they raised at the beginning of this session. How has their thinking changed or been confirmed? What characteristics make an observation tool most helpful and useful?
- Encourage participants to field test their observation tool by using it in situations such as
 - watching video of a student engaging in classroom learning activities, or
 - observing a student’s participation in learning activities.

Consideration: If criteria for a robust learner profile have not already been developed, see the activity suggestions in 1.0 Learning Launch.

1.3 Recognizing and Capturing Patterns

CHALLENGE

By the end of this session, educators will...

Create or contribute to a draft learner profile for a particular student and prepare useful speaking notes that could be used to have a conversation with the student about their learner profile.

GOALS

- 1. To identify possible patterns in the documented assessment information about a student.**
- 2. To select key elements from a variety of information sources, including conversations and consultations, for the profile of a particular student.**

SUMMARY

During this facilitated learning opportunity, educators will create a learner profile for a particular student by identifying patterns among a variety of sources of information. Once they have captured the key information, participants will prepare useful speaking notes that could be used in a conversation with the student about their learner profile.

FACILITATOR PREPARATION AND CONSIDERATIONS

Read through the activities for the session. Depending on the size of the group, the knowledge and experience of participants (including whether or not they have previously participated in one or more of the other modules), and the grade level they teach, you may need to make choices about presentation style, instructional strategies or activity materials.

The following chart summarizes the challenge, activities and materials for this session.

SESSION TITLE	CHALLENGE By the end of the session, educators will:	OVERVIEW OF SUPPORTING ACTIVITIES	MATERIALS
I.3: Recognizing and Capturing Patterns	Create or contribute to a draft learner profile for a particular student and prepare useful speaking notes that could be used to have a conversation with the student about their learner profile	<ul style="list-style-type: none"> A. Share the goals of the session B. Critique and refine a Learner Profile Template C. Identify patterns in documents in the Ontario Student Record (OSR) D. Learn from student work E. Learn from conversations and consultations F. Make sense of the patterns in the learner profile G. Prepare speaking notes H. Revisit the criteria for a robust learner profile 	<ul style="list-style-type: none"> Appendix 8 Grade 1 Report Card Appendix 9 Grade 2 Report Card Appendix 10 Grade 3 Report Card Appendix 11 Grade 8 Report Card Appendix 12 Grade 8 Alternative Report Card Appendix 13 Grade 9 Report Card Appendix 14 Grade 9 Alternative Report Card Appendix 15 Psychological Assessment Report Appendix 16 Grade 5 IEP Appendix 17 Grade 8 IEP Appendix 18 Grade 9 IEP Appendix 19 Student Samples (Elementary) Appendix 20 <i>Conversations and Consultations at the Elementary School Level</i> Appendix 21 <i>Conversation in Preparation for the Transition to Secondary School</i> Appendix 22 <i>Conversation between a Special Education Teacher and a Parent, Grade 9</i> Appendix 23 <i>Conversation between a Math Teacher and a Student, Grade 9</i> Appendix 24 <i>Conversation between a Geography Teacher and a Special Education Teacher, Grade 9</i> Appendix 25 <i>Planning for the Transition from Elementary to Secondary School</i> Appendix 26 <i>Identifying Strengths and Needs</i>

SUGGESTED ACTIVITIES

A. Share the goals of the session

- If participants have engaged in Sessions 1.0, 1.1 and / or 1.2 of this module, invite them to share their initial thoughts about what would be found in a robust learner profile. Suggest that there will be opportunities to revisit and enrich these initial thoughts during this session.
- Explain that the purpose of this session is to refresh and deepen their ability to identify and note key information from various assessments in a student's learner profile.
- Share the session challenges: By the end of this session, we will begin to
 - create or contribute to a draft learner profile for a particular student, and
 - prepare useful speaking notes that could be used to have a conversation with this particular student about their learner profile.
- Ask participants to think back to the videos in Session 1.1 of older students talking about their learning. (If participants did not see the videos of Dan and Elisa in a previous session, consider showing them now.) Both clips from *An Introduction to Learning Disabilities in the Classroom* can be found at <https://www.ldatschool.ca/an-introduction-to-learning-disabilities-in-the-classroom>. See Dan, 00:09–01:03 and Elisa, 06:25–07:54.
- Invite pairs of participants to discuss the following questions. (If they participated in Session 1.1, invite participants to revisit their thoughts on student awareness and understanding of learning disabilities.)
 - What might have contributed to the students' development of self-awareness and understanding of strengths and needs in learning as articulated in the video?
 - How might a student's self-awareness and understanding affect their learning and achievement?
 - How might you help a student with a learning disability develop this level of understanding, awareness or advocacy?
- Participants will likely suggest that students with a strong awareness and understanding of their own learner profiles have probably participated in the planning process and in conversations about their learning with educators. Prompt participants to suggest what challenges might be encountered when speaking to a student about their learner profile.
- Encourage educators to jot down some initial thoughts about how a conversation with a student about learning disabilities might be framed, assuring them that they will return to these initial ideas throughout the session.

B. Critique and refine a Learner Profile Template

- Display the criteria for a robust learner profile that the group generated earlier in this module (see 1.0 Learning Launch). Invite participants to suggest how the criteria might be refined or revised in light of their conversations about observations.

Consideration: If criteria for a robust learner profile have not already been developed, see the activity suggestions in 1.0 Learning Launch.

Key Points: Key components of a robust profile should include a student's strengths, needs, relevant cognitive processing skills, effective strategies to date and current levels of academic achievement.

- Introduce the Ontario Ministry of Education's Student Profile Template (*Learning for All*, K–12, page 61, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>). Invite educators to briefly discuss the extent to which this sample template meets the criteria for a robust learner profile. Invite participants to suggest what might be refined or changed so that the template better meets the criteria.

Consideration: Individual school districts might have developed their own template or integrated it into other documents. Consider whether the sample template from *Learning for All* or a locally developed template would best meet the needs of participants during this session.

C. Identify patterns in documents in the Ontario Student Record (OSR)

Key Point: As per the Ontario Ministry of Education's *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, "Alternative learning expectations are developed to help acquire knowledge and skills that are not represented in the Ontario curriculum expectations." (page 72) "Student achievement may be reported to parents by means of anecdotal comments noted in the progress report cards (elementary) and provincial report cards (elementary / secondary) or in alternative format (e.g., in the evaluation section of the IEP)." (page 73)

- Explain to participants that they will examine various sources about an individual student to practice recognizing patterns, making connections and noting key information that should be part of a robust learner profile.
- Inform participants that they will first examine student report cards. Invite participants to suggest what information from a student might be learned by carefully examining a student's report card. Prompt participants to share their ideas.
- Distribute sample report cards to pairs or small groups of teachers, according to the grade level they teach:
 - Primary / Junior: Appendices 8, 9 and 10
 - Intermediate / Secondary: Appendices 11, 12, 13 and 14
- Ask educators to refer to their Student Profile Template (*Learning for All*, K–12, page 61, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>), or a locally developed template). Instruct participants to note on the template what they learn about the student from the report cards. Prompt participants to use a sticky note to record any information they think is important but does not seem to match the headings of the sample template.
- Guide participants in a discussion about the following questions:
 - Which subjects / strands show consistent achievement?
 - Which subjects / strands show inconsistent achievement?
 - What patterns are evident in the student's learning skills and work habits?
 - Which comments provide insight into the student's well-being?
 - Which comments about next steps appear frequently?
 - What are you still wondering about? What questions remain?
- Inform participants that the next task is to examine information about the student found in the Document File in the Ontario Student Record. Before participants begin reading, ask them to suggest what parts of the student profile might be enriched by information found in these documents.

- Distribute copies of Dan's Psychological Assessment Report (Appendix 15) and Individual Education Plan to pairs of teachers, according to the grade level they teach:
 - Primary / Junior: Appendix 16
 - Intermediate / Secondary: Appendices 17 and 18
- Provide educators with time to read the documents. As with the report cards, prompt participants to record on the template what they learn about the student from the documents.
- Ask participants to write down on a sticky note any information they think is important but does not seem to match the headings of the sample template.
- To close this activity, invite participants to reflect on the documents they analyzed and what they learned about the student. Encourage participants to indicate which sample documents provided the most useful information about the student. Invite participants to suggest what refinements or revisions might make the template more useful in the process of learning about a student.

D. Learn from student work

- Invite participants to suggest what could be learned about a student by examining samples of student learning and work that might not be learned from other sources. Prompt participants to share their ideas with the group.
- Explain that although they will not observe the student in action during this session, participants will simulate the experience by reviewing samples of a student's work, teacher annotations and teacher observations.
- Distribute copies of the student work samples to pairs of teachers (Appendix 19).

Consideration: At the time of publication, only Primary and Junior sources had been collected. Consider inviting participants to bring samples of work from their students / grades that can be examined during this part of the session. Samples of Intermediate and Secondary student work will soon be added to this resource.

- Inform participants that their next challenge is to identify a student's strengths and needs by examining samples of student work and teacher annotations. Invite them to note what they learn on the Sample Student Profile (*Learning for All, K–12*, page 61), or their locally developed template. Any information that is important but does not appear to match the categories found on the template could be recorded on sticky notes.
- After groups have had time to examine all documents, encourage participants to share what they have learned about the student.

- Invite participants to suggest what reference materials would help guide the process of examining student work. For example, participants might wish to have available the *York Waterfall Chart: Understanding Learning Disabilities—How Processing Affects Learning*, their draft observation tool from Session 1.2 (see Examine Sources that Inform a Learner Profile) or other materials that might support focusing, articulating and / or categorizing observations.
- Invite pairs of participants to carefully review the student learner profile to which they have added information. Prompt pairs to highlight areas of the profile that appear to have limited useful information. Encourage participants to suggest what might be changed or added to the profile to enrich understanding of the learner.

E. Learn from conversations and consultations

- Ask participants to turn to a partner and discuss whom they typically consult with when trying to learn about students. Prompt pairs to propose which other individuals or sources might contribute additional valuable information and perspectives. As participants share their suggestions with the group, encourage them to suggest any challenges that may be related to using information from these other sources.
- Explain that the next step is to review transcripts of four brief conversations held between the teacher, the student's mom, the student's teacher from the previous year, the special education resource teacher (SERT) and the student. Invite participants to suggest what might be learned from each conversation.
- Distribute copies of transcripts of the conversations to teachers, according to the grade level they teach:
 - Primary / Junior: Appendix 20
 - Intermediate / Secondary: Appendices 21, 22, 23, 24 and 25

Consideration: If you are working with Intermediate / Secondary teachers, consider having participants work in groups of four. Each person in the group can read one transcript and then share their observations. Alternatively, encourage each person in the group to read all of the conversations so they can build an overall understanding of how these conversations might unfold.

- Invite participants to read the conversations and to note the student's strengths and needs. Participants can organize their thinking using the chart in Appendix 26 or by writing directly on the transcripts using two different coloured pens to note strengths and needs.

- Prompt pairs to discuss the following questions:
 - Do you notice any trends in the information shared about Dan?
 - What information about Dan did you anticipate hearing that was not shared?
 - What information about Dan did you not anticipate hearing that was shared?
 - Who else might you have asked for information about Dan?
- Encourage pairs to share their responses with the whole group.
- Ask educators to once again refer to the Student Profile Template (or their locally developed one). Invite them to note their learnings from conversations and consultations on that template. Ask them to write down on a sticky note any information that is important but does not seem to belong on the template.

Key Points: How do academic courses differ from applied courses in content and delivery? The Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements document states: “Academic courses develop students’ knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

“Applied courses focus on the essential concepts of a subject and develop students’ knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.” (page 71)

F. Make sense of the patterns in the learner profile

- Ask participants to work with a partner to review the student learner profile on the Sample Student Profile (*Learning for All, K–12*, page 61). Instruct pairs to suggest what information could be condensed, and what information may need to be expanded with more detail. Remind participants that they should consider what would most help Dan’s teacher.
- Invite them to examine their running list of questions and the sticky notes with the suggestions of details that did not seem to belong on the sample template. Ask participants to consider whether some of the information has been captured in another way or whether they need to somehow include it on the template. Invite them to note what questions they still have about Dan that they would like to know more about.

- Explain that their challenge is to imagine they will be speaking with a colleague who will be working with Dan but does not know him. Prompt participants to select the most significant details to be included in a one-minute explanation.
- To help organize their thinking, you may provide participants with the following headings:
 - How Dan learns and demonstrates his learning best (strengths)
 - What Dan finds difficult (needs)
 - What helps Dan (recommendations)
 - What we are going to try with Dan (new strategy, accommodations)
- Invite pairs to practise their conversations with each other. Consider having pairs share with other pairs, or asking for pairs to share with the group.

G. Prepare speaking notes

- Once participants have explained what they have learned, invite them to consider how they might speak to Dan about his learner profile. Ask pairs of participants to reflect on the following questions:
 - What might they need to consider when deciding how to start or close the conversation?
 - What might be the most important purpose or focus of the conversation?
 - What is the most important information that they might share with Dan?
 - What questions might be the most useful in helping Dan achieve his goals?
- Invite pairs to practise their conversations with each other. Consider having pairs share with other pairs, or asking for pairs to share with the group.

H. Revisit the criteria for a robust learner profile

- Display the criteria for a robust learner profile that the group generated earlier in this module (see 1.0 Learning Launch). Ask if any refinements or revisions might be made based on the discussions of patterns in the student learner profile.

I.4 Consolidating Our Learning

CHALLENGE

By the end of this session, educators will...

Summarize how thinking about developing learner profiles and learning disabilities has been confirmed, deepened, challenged or refined.

GOALS

1. To reflect on refinements and changes in personal thinking about learning disabilities.
2. To identify key learning points about how to best know learners.
3. To propose the next steps for each individual's and the group's professional learning.

SUMMARY

During this facilitated learning opportunity, educators will refine their ability to articulate what they have learned about learning disabilities and their ability to develop a learner profile for a student. They will reflect on their previous and current practices and develop important next steps.

FACILITATOR PREPARATION AND CONSIDERATIONS

Read through the activities for the session. Depending on the size of the group, the knowledge and experience of participants (including whether or not they have previously participated in one or more of the other modules), and the grade level they teach, you may need to make choices about presentation style, instructional strategies or activity materials.

The following chart summarizes the challenge, activities and materials for this session.

SESSION TITLE	CHALLENGE By the end of the session, educators will:	OVERVIEW OF SUPPORTING ACTIVITIES	MATERIALS
I.4: Consolidating Our Learning	Summarize how thinking about developing learner profiles and learning disabilities has been confirmed, deepened, challenged or refined	A. Share the goals of the session B. Reflect on how your thinking has changed C. Summarize your key learnings D. Develop important next steps	Appendix 27 <i>Reflecting on How My Thinking Changed</i>

SUGGESTED ACTIVITIES

A. Share the goals of the session

- Explain to educators that the purpose of this session is to consolidate and review what has been learned about learning disabilities and developing a robust learner profile.
- Display the criteria for a robust learner profile that the group generated earlier in this module (see I.0 Learning Launch). Invite participants to reflect on any changes in their thinking that has occurred during these sessions. Note that it may have deepened, shifted or enhanced their earlier beliefs and understandings.
- Share the session challenge: By the end of this session, we will summarize how our thinking about developing learner profiles and learning disabilities has been confirmed, deepened, challenged or refined.

B. Reflect on how your thinking has changed

- Invite educators to individually reflect on how their thinking may have changed over the course of the sessions. You may wish to have them note their reflections using a chart such as the one in Appendix 27.
- Once participants have had time for individual reflection, ask them to rate the extent to which their thinking has changed, deepened, or shifted on a scale of 1 to 5, where 1 is very limited change and 5 is substantial change. Invite them to share their rating and a brief explanation with a partner.

C. Summarize your key learnings

- Organize participants into two concentric circles: individuals on the inside circle face out and those on the outside circle face in, so that each person directly faces someone in the other circle.
- Explain that you will ask a question, which the facing pairs will have two minutes per person to discuss. When the two minutes are over, the people in the outside circle will move one position to the right (the people in the inside circle will stay put). The new facing pairs will discuss a new question. Lead the group through this sequence three times using the following questions:
 - What are the most important things you have learned about learning disabilities?
 - When you think about supporting students with learning disabilities, what is top of mind for you?
 - What routines or strategies will you use to better know and support your learners?

Consideration: Adapt or add questions that are appropriate for your group. You might wish to invite a few people to share what they discussed with their partners and / or to suggest what common themes emerged from their conversations.

D. Develop important next steps

- Consider whether to invite educators to determine next steps as individuals and / or as a group. Depending on your context, gather questions that are now arising or requests to pursue further learning.

Appendix I

Sample Images

CHALLENGE

Use this activity to explore the opportunities and challenges associated with teaching students with learning disabilities. When you hear the sentence “Teaching students with learning disabilities is like... because...,” which of the four images most resonates with you? Discuss with a partner why you selected the image you did.

Image 1: An Iceberg

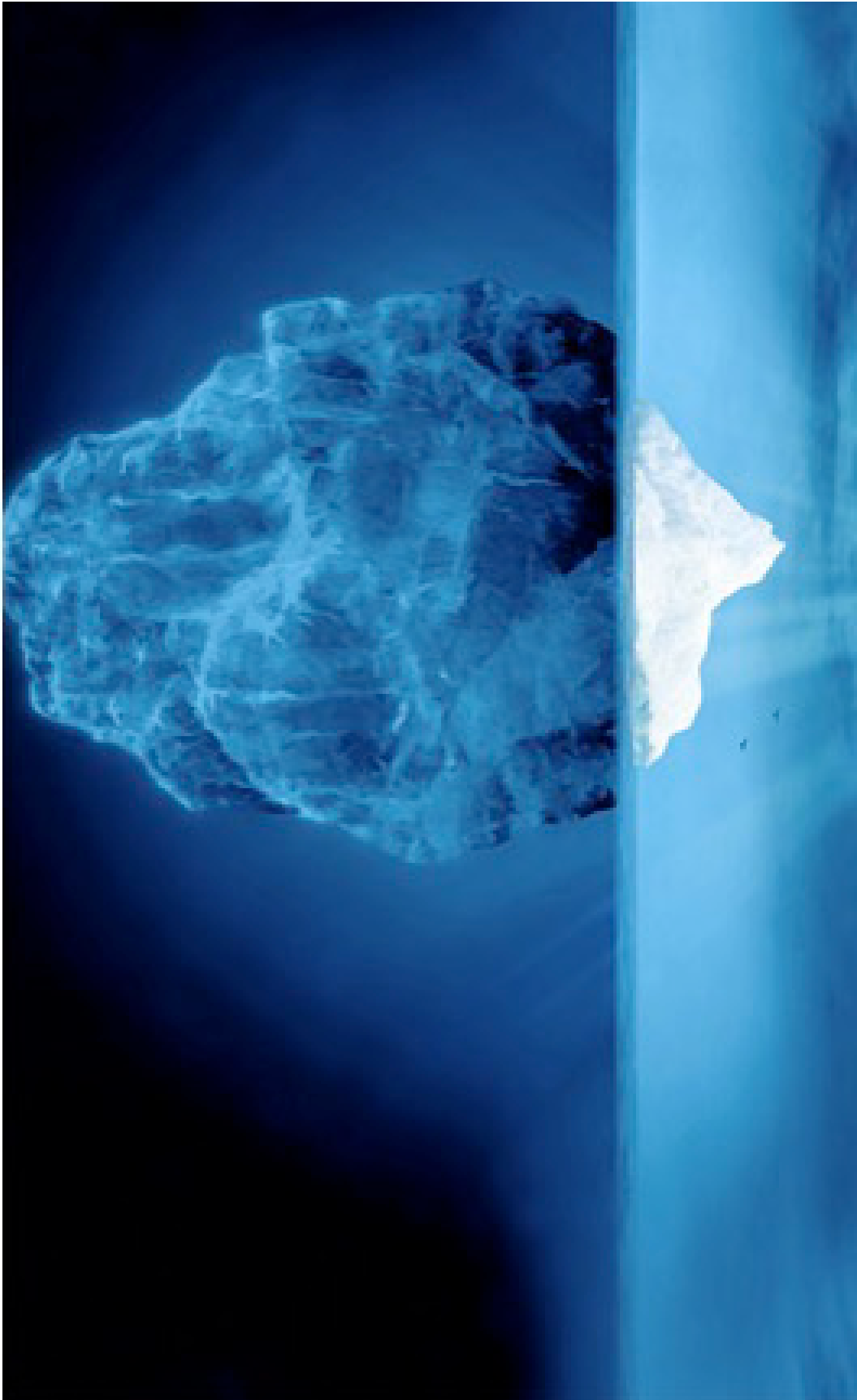


Image 2: A Bank



Image 3: An Orchestra



Image 4: A Coffee Shop



Appendix 2

Examining Cognitive Processing Skills

CHALLENGE

Select a processing skill from the left-hand column that comes to mind when you read each statement in the right-hand column.

“Each student has his or her own unique patterns of learning.”

—*Learning for All*, page 7

Cognitive processing skill	Comfort level
executive functions	I feel most comfortable with my understanding of...
memory and attention	I feel least comfortable with my understanding of...
perceptual-motor processing	I know a student who has a real strength in...
phonological processing	I know of a student who struggles with...
processing speed	I suspect one of my students struggles with...
visual-spatial processing	I need to better understand the signs of strength and weakness in...
	I need to better understand how to implement strategies to support...

Appendix 3

Identifying Learning Processes (CASE STUDY: Shawn)

CHALLENGE

As you read the following case study, what learning processes come to mind?

- What are this student's areas of greatest strength?
- What are this student's areas of greatest need?
- What questions still remain about the student?

"Consultations with parents, students, educators, and community partners who have been involved with the student's education will provide critical insights that cannot be obtained from other sources."

—*Learning for All*, page 46

Shawn is a grade 4 student who enjoys school, gets along well with his classmates and loves class discussions. He is good at reading and writing stories (Phonological Processing +; Language +). Math, on the other hand, is beginning to be a problem. Shawn can remember his multiplication tables when he says them in order (5×1 , 5×2 , 5×3 , etc.), but he struggles to recall these facts when he is solving a problem, especially a word problem (Memory & Executive Functioning -).

When Shawn reads a word problem he doesn't know where to start. What's more, once he has begun a problem, he can't seem to remember what to do in the middle, and he can't recognize when he's seen the same type of problem before.

Shawn understands concepts of measurement (for example, which is bigger: a cup or a litre?) while his teacher is explaining them but has trouble when he needs to apply them.

Before this year, Shawn had always looked forward to math class, especially when his teacher used any kind of hands-on activities. Now that Shawn is having trouble in math, he appears to be more and more anxious. He has even told his teacher that he thinks he is "dumb" because he can't figure out his math homework.

Shawn loves to draw by hand or on the computer. He easily figured out how to use the drawing program on the computer but he has had trouble learning to type and using the computer to write stories. No matter how he tries, he just can't remember where the right keys are.

Shawn also loves dogs, and last week during free reading time he read an entire encyclopedia entry on dogs. Shawn changes his mind each week about whether he wants to be an architect or a veterinarian when he grows up. Shawn's father is worried about how much Shawn has begun to hate math. Shawn's father has said that unless his son starts to improve in math, Shawn will have to get extra help with his schoolwork and cut back on his time participating in extracurricular activities.

—Adapted from <http://www.allkindsofminds.org/cs-shawn>

Appendix 4

Using a Strengths and Needs Chart

CHALLENGE

Use the following chart to record your emerging understanding of learning processes and your observations of an individual student. What are some initial strengths and initial needs for this student? What questions remain about the student's learning profile?

“Classroom observation and assessments also provide information about a student's general learning behaviour and help the teacher track and analyse changes in the student's learning behaviour.”

—*Learning for All*, page 46

Appendix 5

Reviewing the Ontario Student Record Document File

CHALLENGE

The Ontario Student Record for individual students may contain an Individual Education Plan and / or psychological and / or educational assessment reports. As you read through the headings listed below, which are often found in those documents, consider the following questions:

- Are any of the headings a surprise?
- Should any headings be added?
- How might these documents help inform the development of a robust learner profile for students with learning disabilities?

Consideration: School districts often develop their own specific templates for Individual Education Plans and psychological and / or educational assessments. Consider using the templates used by the district for this activity.

Individual Education Plan (IEP)

- Reason for Developing an IEP
- Student Profile
- Assessment Data (includes the relevant educational, medical / health, vision, physical, neurological, psychological, speech / language, occupational, physiotherapy and behavioural assessments)
- Student's Strengths and Needs
- Special Education Program
- Subjects, Courses or Alternative Programs to Which the IEP Applies
- Accommodations
- Provincial Assessments
- Transition Plan
- Human Resources
- IEP Development Team
- Sources Consulted in the Development of the IEP

- Placement Date in the Special Education Program
- Log of Parent / Student Consultation and Staff Review / Updating
- Psychological and / or Educational Assessment Report
- Reason for Referral
- Background Information
- Educational History
- Behavioural Observations
- Assessment Results (Cognitive / Intellectual Functioning, Visual Processing and Visual-Motor Integration, Phonological Processing, Attention and Executive Functioning Skills, Summary)
- Recommendations

Appendix 6

Observing Classroom Behaviour (CASE STUDY: Keone)

CHALLENGE

Imagine that you are observing the following scenario. As you read through the following case study, note what you learn about this student through your observation. After reviewing the case study, discuss with a partner what might be observed and what might be inferred about the student.

“Ongoing classroom observation, along with the use of various assessment tools that are closely linked to the learning goals and objectives of each lesson and that are designed in a way that enables the student to best demonstrate his or her learning, is critical for determining the student’s current achievement level and readiness to learn.”

—*Learning for All*, page 46

Keone loved Fridays. Every Friday afternoon, her class received the Friday Math Problem on little sheets of blue paper. Keone took special care to read the question off the paper and answer as carefully as possible. Keone was usually one of the first students to solve the math question. On this Friday, however, there was no question on the blue piece of paper. Instead the teacher read the question out loud, “The store manager bought 18 litres of floor cleaner. Each litre of cleaner will clean 40 square metres of floor. The floor of the store is 56 square metres...” The question seemed to go on and on. Keone wrote down the number 40 but she wasn’t sure if that was the amount of floor or the litres of cleaner. The teacher read the question again, this time slowly, but again Keone couldn’t follow along. Eventually the teacher came over to help Keone finish, but by that time the rest of the class was already done.

—Excerpted from J. MacCormack, and I. Mathson,
Understanding Working Memory and Learning Disabilities
(<https://www.ldatschool.ca/understanding-working-memory-and-lds/>)

Appendix 7

Recognizing Signs: What Might We Observe?

CHALLENGE

For each of the cognitive processing skills listed in the following chart, select one possible sign (see *York Waterfall Chart: Understanding Learning Disabilities—How Processing Affects Learning*, <https://www.ldatschool.ca/wp-content/uploads/2014/06/LD@school-2017.pdf>) that that would be most readily observable in your particular context (e.g., subject area, grade level). For each sign, suggest possible evidence, indicators or “look-fors” that you might see or hear while observing one of your students.

Cognitive processing skill	Possible sign	Possible “look-for” (what we might see or hear)
Attention		
Executive Function		
Language		
Memory		
Phonological processing		
Processing speed		
Visual-motor skills		
Visual-spatial (perceptual) skills		

Appendix 8

Grade 1 Report Card

CHALLENGE

What can be learned about a learner by examining the student's report card? Carefully examine the following report card and, using the Ontario Ministry of Education's Student Profile Template (*Learning for All, K–12*, page 61, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>), note the student's strengths and needs. After reading the report, respond to the following questions:

- Which subjects / strands show consistent achievement?
- Which subjects / strands show inconsistent achievement?
- What patterns are evident in the learning skills and work habits?
- Which comments provide insight into the student's well-being?
- What comments about next steps appear frequently?
- What are you still wondering about? What questions remain?

Date:

Student: Dan		OEN:	Days Absent:	Total Days Absent:
Grade:1	Teacher:		Times Late:	Total Times Late:
Board:		School:		
Address: :		Address:		
		Principal:		Telephone:

GRADE IN SEPTEMBER ➔ _____

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility	G	G	Organization	G	S
<ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 			<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 		
Independent Work	G	G	Collaboration	E	E
<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 			<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 		
Initiative	G	S	Self-Regulation	G	E
<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 			<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 		

Strengths/Next Steps for Improvement

Dan has been an enthusiastic and energetic participant in all areas of the program this year. He enjoys accepting additional responsibilities within the class, such as being the sport equipment monitor, and he has also joined extra-curricular clubs like chess and soccer. Over the course of the year, Dan has learned to use the routines in the classroom as supports for keeping track of his belongings and he completes his work more consistently.

Dan is most independent when activities require him to use hands on materials. His work in the Grocery Centre as the sales clerk or his *True Story of the Three Little Pigs* puppet performance are excellent examples of tasks that were highly successful. He is more confident communicating his learning in these environments. When completing written work, Dan occasionally requires teacher assistance to initiate tasks. In Science Dan verbally can communicate a great deal of knowledge about Raccoons and their relationship with humans; however, he needed teacher encouragement to persist in recording this information for the class book *City Animals, Country Animals*.

Working in groups helps Dan clarify his thinking. When working on a Spring Fair advertising poster, Dan was able to share his ideas and listen to his peers' so that their finished product included input from all group members. He is able to work with all of his peers both inside the classroom and throughout the school. Dan shows many leadership qualities and is an excellent role model for his peers.

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Language	NA		Dan's participation in his reader's theatre group demonstrated that he can read texts at a sufficient rate and with sufficient expression to convey the sense of the text to his audience. When reading new texts, he benefits from teacher assistance to use cuing systems to solve unfamiliar words. His daily journal and story reflections show that he is independently able to write simple sentences that make sense, but he often requires teacher assistance to generate writing ideas. Dan independently and effectively demonstrates an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea. Next Steps: Dan is encouraged to play word games that help him hear and see the different parts of words (i.e., number of sounds, number of syllables, etc.)
Reading			
ESL/ELD IEP	B	B-	
Writing			
ESL/ELD IEP	B	B-	
Oral Communication			
ESL/ELD IEP	A	A	
Media Literacy			
ESL/ELD IEP	A	A	
French	NA		
Oral Communication			
ESL/ELD IEP			
Reading			
ESL/ELD IEP			
Writing			
ESL/ELD IEP			
Core Immersion Extended			
Native Language			Oral Communication, Reading, Writing
ESL/ELD			
IEP			
NA			
Mathematics	French		In Number Sense and Numeration, Dan can accurately identify and describe the various coins and state their value up to \$0.20 when playing in the grocery centre in class. In Measurement, he consistently and accurately reads digital and analogue clocks, and uses them to identify benchmark times (e.g., recess, lunch, end of day) throughout the day. He is also able to tell and write time to the hour and half hour in everyday settings. In Geometry, he precisely identifies and describes cubes, cones, cylinders, spheres, rectangular prisms and sorts and classifies them by their attributes (e.g., colour; size; texture) when building with geometric materials. In Patterning and Algebra, he independently and effectively describes numeric repeating patterns when playing games on a hundreds chart. In Probability, he is able to Next Steps: He is encouraged to continue to use coins and tell time
Number Sense and Numeration			
ESL/ELD IEP NA	A+	A	
Measurement			
ESL/ELD IEP NA	A	A	
Geometry and Spatial Sense			
ESL/ELD IEP NA	A+	A	
Patterning and Algebra			
ESL/ELD IEP NA	A	A-	
Data Management and Probability			
ESL/ELD IEP NA	B	B+	
Science and Technology			Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems
	B+	A	
ESL/ELD			
IEP			
French			

Grade:1

✂ Elementary Provincial Report Card *(Please have your child complete the form below, and return it to your child's teacher.)* ✂Page 3 of 4

Letter Grade	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
B- to B+	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter grade

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan

NA – No instruction for subject/strand for reporting period

To Parents/Guardians and Students: This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's
Signature

X

Principal's
Signature

X

✂ Elementary Provincial Report Card *(Please complete, sign, and detach the form below, and return it to your child's teacher.)*

Student:	Grade:	OEN:	Teacher:
----------	--------	------	----------

Parent's/Guardian's Comments

- My child has improved most in:

- I will help my child to:

☐ I have received this report card.

Parent's/Guardian's name (please print)

Signature

Date _____

☐ I would like to discuss this report card. Please contact me.

|x

Telephone (*day*): _____ Telephone (*evening*): _____

Appendix 9

Grade 2 Report Card

CHALLENGE

What can be learned about a learner by examining the student's report card? Carefully examine the following report card and, using the Ontario Ministry of Education's Student Profile Template (*Learning for All, K–12*, page 61, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>), note the student's strengths and needs. After reading the report, respond to the following questions:

- Which subjects / strands show consistent achievement?
- Which subjects / strands show inconsistent achievement?
- What patterns are evident in the learning skills and work habits?
- Which comments provide insight into the student's well-being?
- Which comments about next steps appear frequently?
- What are you still wondering about? What questions remain?

Record the information you learned about Dan.

Elementary Provincial Report Card

Date:

Student: Dan		OEN:	Days Absent:	Total Days Absent:
Grade: 2	Teacher:		Times Late:	Total Times Late:
Board:		School:		
Address: :		Address:		
		Principal:		Telephone:

GRADE IN SEPTEMBER ➔ _____

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility	G	S	Organization	G	S
<ul style="list-style-type: none"> Fulfuls responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 			<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 		
Independent Work	G	S	Collaboration	E	G
<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 			<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 		
Initiative	S	S	Self-Regulation	G	G
<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 			<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 		

Strengths/Next Steps for Improvement

Throughout the year, Dan displayed a positive attitude toward his peers and his learning. At times, he demonstrated good focus during independent work periods. Dan was more focused when activities included hands-on materials and communication with his peers. When doing his work with print material, he is encouraged to persevere when problems arise. Dan is good advocate for his needs and seeks assistance when he is unclear of task expectations; however, he is encouraged to develop other problem solving strategies. He would benefit from carefully reviewing questions again to make sure that he understands and is answering the question. When participating in math activities, Dan is most successful when using manipulatives and demonstrating his learning verbally. When performing mathematical problem solving, he has difficulty identifying where to begin and what operation the question is asking him to perform. Breaking problems into steps and using a graphic organizer to help him organize his thinking will help him become more independent.

Dan has been an active member throughout the school. He participated in many activities outside of the classroom. He thoroughly enjoyed the soccer and baseball intramurals, as well as the lego and chess club. While his participation in these activities enhances his self-esteem, it also caused him some concern as he found it frustrating that he could not keep track of his belongings. Throughout the year, Dan has work hard to establish personal routines to help him manage his materials (e.g., posting a checklist of his personal belongings above his hook) and he should be commended for his personal growth in this area.

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Language	NA		Dan has demonstrated growth in the development of his language skills this year. During our <i>Kevin Henkes</i> author study, Dan was able to identify the main idea in the stories and was able to clearly communicate and present his personal thoughts and feelings about the characters through class discussions and role playing activities. When decoding for himself, Dan can become distracted and requires encouragement from his teachers to persist with using different cues to solve for unfamiliar words. Dan is becoming a more confident writer. He is most confident when recording facts for his research project (e.g., researching a special person), but requires some support to elaborate on his written summaries of fictional texts. Next Steps: Dan is encouraged to read with an adult so that adults can model different cuing systems when encountering unfamiliar words. When writing, Dan should be guided through the revision process so that he can elaborate on his thoughts.
Reading			
ESL/ELD IEP	B	B-	
Writing			
ESL/ELD IEP	B	B-	
Oral Communication			
ESL/ELD IEP	A	A	
Media Literacy			Oral Communication, Reading, Writing
ESL/ELD IEP	A	B+	
French	NA		
Oral Communication			
ESL/ELD IEP			
Reading			
ESL/ELD IEP			
Writing			Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems
ESL/ELD IEP			
Core Immersion Extended			
Native Language			
Mathematics	French		In Number Sense and Numeration, Dan is able to independently add and subtract 2-digit numbers (with and without regrouping). He is able to solve 2-digit addition and subtraction problems once these questions have been modeled for him. In Measurement, he can compare, describe and order objects using attributes measured in standard units. In Geometry, he can identify and describe various 3-dimensional figures (e.g., cubes, prisms, pyramids) and can sort and classify them by their geometric properties (e.g., number and shape of faces). In Patterning and Algebra, Dan can identify, describe, extend and create both growing and shrinking repeating patterns. In Data Management and Probability, he can describe the probability that an event will occur in an experiment once the language had been modeled for him. Next Steps: Dan is encouraged to develop a Math dictionary that incorporates numbers, pictures and words to define mathematical terms. He is also encouraged to use his math skills to solve every day problems (e.g., purchasing items at the corner store, dividing treats evenly amongst friends).
Number Sense and Numeration			
ESL/ELD IEP NA	A-	B	
Measurement			
ESL/ELD IEP NA	A	B+	
Geometry and Spatial Sense			
ESL/ELD IEP NA	A	A-	
Patterning and Algebra			
ESL/ELD IEP NA	A-	A-	
Data Management and Probability			
ESL/ELD IEP NA	B+	B	
Science and Technology			

Grade:2

✂ Elementary Provincial Report Card *(Please have your child complete the form below, and return it to your child's teacher.)* ✂Page 3 of 4

To Parents/Guardians and Students: This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

X

X

✂ Elementary Provincial Report Card *(Please complete, sign, and detach the form below, and return it to your child's teacher.)*

Page 4 of 4

Appendix 10

Grade 3 Report Card

CHALLENGE

What can be learned about a learner by examining the student's report card? Carefully examine the following report card and, using the Ontario Ministry of Education's Student Profile Template (*Learning for All, K–12*, page 61, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>), note the student's strengths and needs. After reading the report, respond to the following questions:

- Which subjects / strands show consistent achievement?
- Which subjects / strands show inconsistent achievement?
- What patterns are evident in the learning skills and work habits?
- Which comments provide insight into the student's well-being?
- Which comments about next steps appear frequently?
- What are you still wondering about? What questions remain?

Record the information you learned about Dan.

Elementary Provincial Report Card

Date:

Student: Dan		OEN:	Days Absent:	Total Days Absent:
Grade:3	Teacher:		Times Late:	Total Times Late:
Board:		School:		
Address: :		Address:		
		Principal:		Telephone:

GRADE IN SEPTEMBER ➔ _____

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility	S	S	Organization	S	S
<ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 			<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 		
Independent Work	G	S	Collaboration	G	E
<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 			<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 		
Initiative	S	S	Self-Regulation	G	G
<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 			<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 		

Strengths/Next Steps for Improvement

Dan is a cooperative, polite class member who volunteers to help others. He participated in a number of classroom activities and discussions demonstrating both an interest in what is being taught, and his understanding of the content area. He showed particular interest when learning how early settlers learned survival techniques from the First Nations People. He responds positively and respectfully to the ideas and opinions of others. He took responsibility for managing his own behavior. He demonstrated the capacity for innovation and a willingness to take risks when working in groups on drama presentations or when working on co-constructing a pioneer home. Dan is beginning to approach new tasks with a positive attitude and sometimes requires encouragement to persevere with tasks he finds challenging. He worked towards completing and submitting class work, homework and assignments within the established timeline; however, he found using class time difficult as there are many distractions within the classroom. This required Dan to complete some of his work at home in order to complete his assignments.

Next year Dan is encouraged to make better use of his class time. Strategic seating and a quiet place to sit may help Dan ignore the distractions within the classroom. While Dan is an energetic participant in many of the school's extra-curricular activities, it is recommended that Dan complete his school work prior to attending these more social groups.

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Language	NA		In Reading, Dan has been able to recognize poems, letters, stories, informational reports and their features. When reading independently, Dan requires teacher assistance to use his knowledge of words and cueing systems to help him solve for unfamiliar words, such as decoding, rereading, and using meaningful substitutions. Dan will continue to develop his oral reading fluency throughout the year. In Writing, Dan has been given opportunities to generate and gather information to write for different purposes including his speech about Greek Monsters and his narrative about going to the cottage and his poetry booklet about soccer. In Oral Communication, he listens in order to understand and respond appropriately to others allowing him to contribute meaningfully in group discussion. Next Steps: Dan should use a reading strategy brochure to remind him of his cuing systems and he is encouraged to read books of interest daily
Reading			
ESL/ELD IEP	B-	C	
Writing			
ESL/ELD IEP	C+	C-	
Oral Communication			
ESL/ELD IEP	A	A-	
Media Literacy			
ESL/ELD IEP	A-	B	
French	NA		
Oral Communication			
ESL/ELD IEP			
Reading			
ESL/ELD IEP			
Writing			
ESL/ELD IEP			
Core Immersion Extended			Oral Communication, Reading, Writing
Native Language			
ESL/ELD			
IEP			
NA			
Mathematics	French		In Number Sense, Dan has been able to represent, compare and order whole numbers to 1000 using different materials. He has been able to create 3-digit numbers based on place value and can represent each digit in a number correctly (3 hundreds, 2 tens, 4 one equals 324). When problem solving, he requires guidance and encouragement to solve questions that arise from real life situations. In Measurement, Dan compares and orders objects using both standard and non-standard units. His 3-D floor design shows that he has been able to estimate, measure and record both the perimeter and area. In Geometry, Dan can identify, compare and sort a variety of shapes (triangles, squares, etc) and can identify whether shapes are congruent. In Patterning, he can identify, describe and extend many number and shape patterns when presented to him. In Data Management, Dan can collect, organize and display data using charts and graphs, but experiences some difficulty describing the data using comparative language. Next Steps: Dan should check over mathematical solutions to ensure that they have answered the question.
Number Sense and Numeration			
ESL/ELD IEP NA	A-	B	
Measurement			
ESL/ELD IEP NA	B+	B-	
Geometry and Spatial Sense			
ESL/ELD IEP NA	A	A-	
Patterning and Algebra			Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems
ESL/ELD IEP NA	A	A-	
Data Management and Probability			
ESL/ELD IEP NA	B	B	
Science and Technology			
ESL/ELD			
IEP			
French			

Grade:

✂ Elementary Provincial Report Card *(Please have your child complete the form below, and return it to your child's teacher.)* ✂Page 3 of 4

Letter Grade	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
B- to B+	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
C- to C+	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
D- to D+	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a letter grade

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

IEP – Individual Education Plan

NA – No instruction for subject/strand for reporting period

To Parents/Guardians and Students: This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's
Signature

X

Principal's
Signature

X

✂ Elementary Provincial Report Card *(Please complete, sign, and detach the form below, and return it to your child's teacher.)*

Student:	Grade:	OEN:	Teacher:
----------	--------	------	----------

Parent's/Guardian's Comments

- My child has improved most in:

- I will help my child to:

☐ I have received this report card.

Parent's/Guardian's name (please print)

Signature

Date _____

☐ I would like to discuss this report card. Please contact me.

|x

Telephone (*day*): _____ Telephone (*evening*): _____

Appendix I I

Grade 8 Report Card

CHALLENGE

What can be learned about a learner by examining the student's report card? Carefully examine the following report card and, using the Ontario Ministry of Education's Student Profile Template (*Learning for All, K–I 2*, page 6 I, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>), note the student's strengths and needs. After reading the report, respond to the following questions:

- Which subjects / strands show consistent achievement?
- Which subjects / strands show inconsistent achievement?
- What patterns are evident in the learning skills and work habits?
- Which comments provide insight into the student's well-being?
- Which comments about next steps appear frequently?
- What are you still wondering about? What questions remain?

Record the information you learned about Dan.

Elementary Provincial Report Card

Date:

Student: Dan Rodeo		OEN:123456789	Days Absent: 2	Total Days Absent: 2
Grade:8	Teacher: MR Orange		Times Late: 1	Total Times Late: 1
Board: Ontario Board		School: High Achieving Collegiate		
Address: : City in Ontario		Address: Ontario		
		Principal: Ms Smart	Telephone: 999-999-9999	

GRADE IN SEPTEMBER ➔ _____

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility	G	G	Organization	G	E
<ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 			<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 		
Independent Work	S	G	Collaboration	G	E
<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 			<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 		
Initiative	G	G	Self-Regulation	N	S
<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 			<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 		

Strengths/Next Steps for Improvement

Dan is a cooperative and responsible learner who treats himself and others with respect, considerable care, and dignity. He had a successful term due to his increased ability to organize his personal equipment, his homework and home activities. He has demonstrated a consistent work ethic during independent and group work period, and has resisted the urge to be distracted by others. He finds positive solutions to conflicts and builds healthy peer relationships through personal interactions. Dan is encouraged to increase his skills in setting individual goals and monitoring his progress towards achieving them. He needs to improve on his ability to reflect on his own strengths, needs, and interests and how these contribute to academic success and future career plans. Focusing on Self Advocacy skills moving into secondary school will help Dan achieve his goals. Best wishes in your continued success in grade nine Dan and have a great summer.

✂ Elementary Provincial Report Card *(Please have your child complete the form below, and return it to your child's teacher.)* ✂Page 3 of 4

To Parents/Guardians and Students: This copy of the report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

X

X

✂ Elementary Provincial Report Card *(Please complete, sign, and detach the form below, and return it to your child's teacher.)*

Parent's/Guardian's Comments

- My child has improved most in:
- I will help my child to:

☐ I have received this report card.

Parent's/Guardian's name (please print)

Signature

Date _____

☐ I would like to discuss this report card. Please contact me.

|x

Telephone (*day*): _____ Telephone (*evening*): _____

Appendix 12

Grade 8 Alternative Report Card

CHALLENGE

What can be learned about a learner by examining the student's report card? Carefully examine the following report card and, using the Ontario Ministry of Education's Student Profile Template (*Learning for All, K–12*, page 61, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>), note the student's strengths and needs. After reading the report, respond to the following questions:

- Which subjects / strands show consistent achievement?
- Which subjects / strands show inconsistent achievement?
- What patterns are evident in the learning skills and work habits?
- Which comments provide insight into the student's well-being?
- Which comments about next steps appear frequently?
- What are you still wondering about? What questions remain?

Record the information you learned about Dan.

ALTERNATIVE REPORT CARD

February

ALTERNATIVE AREA: GRADE 8 “ORGANIZATION”

Dan has demonstrated high levels of success in elementary school in setting individual goals and monitoring his progress. He is proficient in using his personal technology, electronic agenda and calendar in a variety of settings both within the school and during class excursions. When necessary, he seeks clarification and assistance to solve challenges. Dan continues to need some support in assessing and reflecting on his own strengths, needs and interests and how they relate to his IEP and his IPP. Dan demonstrates some self-advocacy skills but usually requires support to do so, both in academic and after-school situations.

SERT signature

Principal signature

Appendix I 3

Grade 9 Report Card

CHALLENGE

What can be learned about a learner by examining the student's report card? Carefully examine the following report card and, using the Ontario Ministry of Education's Student Profile Template (*Learning for All, K–I 2*, page 61, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>), note the student's strengths and needs. After reading the report, respond to the following questions:

- Which subjects / strands show consistent achievement?
- Which subjects / strands show inconsistent achievement?
- What patterns are evident in the learning skills and work habits?
- Which comments provide insight into the student's well-being?
- Which comments about next steps appear frequently?
- What are you still wondering about? What questions remain?

Record the information you learned about Dan.



Ontario

Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
1	1	Nov 2018

STUDENT:
Dan Rodeo

OEN: 123456789
Grade: 9
Homeroom: MFM1P1-01
Principal: Ms. Secondo

Address: 4755 Bluwater Way
School Council Chair:

SCHOOL: First Secondary School	Telephone:	BOARD: Address:	Email/Website:
Address:	Fax:		

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance	
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed	Times Late
Course Title: Learning Strategies Course Code: GLE 101 Teacher: Ms. Kind <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM	First	84			E	S	G	E	E	S	Dan thoroughly demonstrates understanding of course content. Dan will benefit by continuing to connect learning strategies and personal learning style to all subjects.		
Teacher requests an interview <input type="checkbox"/>													
Course Title: Foundations of Mathematics Course Code: MFM1P1 Teacher: Mr. Numero <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM	First	75			G	S	S	S	S	N	Dan demonstrates considerable understanding of mathematical concepts. Dan will benefit from developing problem-solving strategies to give meaning to skills and concepts in all strands.		
Teacher requests an interview <input type="checkbox"/>													
Course Title: Geography of Canada Course Code: CGC1P1 Teacher: <input type="checkbox"/> ESL/ELD <input checked="" type="checkbox"/> IEP <input type="checkbox"/> SHSM	First	70			G	S	S	G	G	N	Dan is making a satisfactory effort and demonstrates some knowledge and understanding of course content. Dan needs to transfer knowledge and skills to new concepts with improved effectiveness.		
Teacher requests an interview <input type="checkbox"/>													
Course Title: Science Course Code: SNC1P1 Teacher: Mrs. Uno <input type="checkbox"/> ESL/ELD <input checked="" type="checkbox"/> IEP <input type="checkbox"/> SHSM	First	68			G	S	S	S	S	N	Dan demonstrates some knowledge and understanding of facts, terminology, and ideas. Dan is encouraged to continue to prepare effective study notes for all tests. Dan needs to maintain the commitment necessary for continued success.		
Teacher requests an interview <input type="checkbox"/>													
Teacher requests an interview <input type="checkbox"/>													

Principal's Signature

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school. To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca.



Provincial Report Card, Grades 9–12

Semester

Reporting Period

Date

Student:

OEN:

Grade:

Homeroom:

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits							Comments Strengths/Next Steps for Improvement	Attendance		
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Classes Missed		Total Classes	Times Late	
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First Final										Teacher requests an interview <input type="checkbox"/>				
Course Title: Course Code: Teacher:	First														
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	Final														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First Final										Teacher requests an interview <input type="checkbox"/>				
Course Title: Course Code: Teacher:	First														
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	Final														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First Final										Teacher requests an interview <input type="checkbox"/>				
Course Title: Course Code: Teacher:	First														
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	Final														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	First Final										Teacher requests an interview <input type="checkbox"/>				
Course Title: Course Code: Teacher:	First														
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> SHSM <input type="checkbox"/> French	Final														

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility	Organization
<ul style="list-style-type: none"> Fulfils responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 	<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	Collaboration
<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	Self-Regulation
<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 	<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges.



(Please complete, sign, and detach the form below, and return it to your child's teacher.)



Student:	OEN:	Grade:	Homeroom:
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Student's Comments

- My best work is:

- My goal for improvement is:

Student's Signature:

X

Parent's/Guardian's Response

☐ I have received this report card. ☐ I would like to discuss this report card. Please contact me.

Parent's/Guardian's Name (please print):

Signature:

Date:

X

Telephone (day): _____ Telephone (evening): _____

Student:		OEN:	Grade:	Homeroom:
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Percentage Mark	Achievement of the Provincial Curriculum Expectations
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
W	The student has withdrawn from the course.
ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.	
IEP – Individual Education Plan	
FRENCH – The student receives instruction in French for the course.	
SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)	
Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.	

Appendix 14

Grade 9 Alternative Report Card

CHALLENGE

What can be learned about a learner by examining the student's report card? Carefully examine the following report card and, using the Ontario Ministry of Education's Student Profile Template (*Learning for All, K–12*, page 61, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>), note the student's strengths and needs. After reading the report, respond to the following questions:

- Which subjects / strands show consistent achievement?
- Which subjects / strands show inconsistent achievement?
- What patterns are evident in the learning skills and work habits?
- Which comments provide insight into the student's well-being?
- Which comments about next steps appear frequently?
- What are you still wondering about? What questions remain?

Record the information you learned about Dan.

ALTERNATIVE REPORT CARD

February

ALTERNATIVE AREA: GRADE 9 “SELF-REGULATION”

Semester One

Dan has demonstrated self-advocacy skills with respect to sharing his strengths, needs and interests with his teachers. With some support in the Guidance and Career Education (GLE) class from Ms. Kind (SERT), Dan reviewed his required technology accommodations with his teachers. He was able to advocate for assessment accommodations, such as writing some unit tests in a quiet area (Resource Room) and asking for additional time when required. In addition, Dan sought out information from a variety of sources (electronic news board, other students, coaches) about participation in school sports and clubs. Dan's self-advocacy skills have helped to ensure his successful transition to secondary school. With minimal support in Semester Two, Dan will continue to improve his self-advocacy skills with his four new teachers.

SERT signature

Principal signature



Ontario

Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
1	1	Nov 2018

STUDENT:

Dan Rodeo

OEN:

123456789

Grade:

9

Homeroom:

MFM1P1-01

Principal:

Ms. Secondo

Address:

4755 Bluwater Way

School Council Chair:

SCHOOL:

First Secondary School

Telephone:

Address:

Fax:

BOARD:

Email/Website:

Address:

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance	
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Principal's Signature



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OEN:

Grade:

Homeroom:

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					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Classes Missed		Total Classes	Times Late	
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✂ (Please complete, sign, and detach the form below, and return it to your child's teacher.) ✂

Student:	OEN:	Grade:	Homeroom:
----------	------	--------	-----------

Student's Comments

- My best work is:

- My goal for improvement is:

Student's Signature:

X

Parent's/Guardian's Response

☐ I have received this report card. ☐ I would like to discuss this report card. Please contact me.

Parent's/Guardian's Name (please print):

Signature:

Date:

X

Telephone (day): _____ Telephone (evening): _____

Student:		OEN:	Grade:	Homeroom:
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Appendix I 5

Psychological Assessment Report

CHALLENGE

Psychological Assessments are part of the Document File of the Ontario Student Record. Read through this Psychological Assessment report for Dan. Select information about Dan that may impact his learning in your class / subject area. Consider scanning the headings in the document to locate specific information.

PSYCHOLOGICAL ASSESSMENT

Confidential

Name: Dan Rodeo

School:

Student Number:

Date of Birth:

Age: 9 years, 9 months

Consultation Dates:

Grade: 4

Date of report: Summer after grade 4

Reason for Referral

Dan was referred for a psychoeducational assessment to better understand his learning profile. An assessment was recommended in order to obtain a better picture of Dan's academic strengths and weaknesses and to determine steps to help support him academically. This assessment was intended to provide an indication of Dan's current cognitive, phonological processing, visual-motor integration, memory, attention and executive functioning abilities with the goal of identifying the supports required for school.

Background Information

Background information was obtained through a consultation with Mr. and Mrs. Rodeo, and a parent questionnaire was completed by both parents.

Dan is a 9-year-old boy in grade 4. He lives with his mother and father who are both professionals. He is the middle child of three children. He has an older and a younger sister. Dan gets along with his siblings for the most part. However, his energy level

is quite a bit higher than theirs and this sometimes causes some sibling rivalry. Dan is a well-rounded boy who engages in many extracurricular activities. He made the rep soccer team at the end of grade 2 and plays soccer three evenings per week. He participates in swimming and piano lessons once per week. He also recently began working with a tutor once per week. Dan's parents describe Dan as a loving and happy boy who enjoys being active, spending time on his computer or iPad, and playing board games with his family.

Dan's developmental milestones were attained as expected with the exception of walking, which he acquired early, at 8 months of age, and speech (articulation), which was somewhat delayed for his age. By 18 months of age, Dan was assessed by ErinoakKids as being on the cusp for language development: he was just shy of the average number of words he should have acquired for his age. A follow-up assessment was recommended by age 2. Dan received three blocks of speech therapy through ErinoakKids from the age of 2.5 to 4, as well as two blocks of private speech therapy. While improvements were made with Dan's articulation, he continued to have difficulty with two sounds, the /W/ and /R/. To this day, Dan struggles with these sounds and can often be misunderstood when saying the words, "shirt" and "short" or "car."

Educational History

Information regarding Dan's educational history was obtained from his parents, classroom teacher and through a review of his Ontario Student Record (OSR).

Dan has enjoyed attending school to this point. Although he experienced some separation anxiety from his parents in preschool, he transitioned to kindergarten relatively well. Dan adjusted well to the academic demands of the kindergarten program. By the end of kindergarten, he knew all of his letters and could count to 100. He did, however, experience some social relational difficulties with peers by misinterpreting social cues—which resulted in getting into fights with peers. Dan's parents took this very seriously and met with his teacher and administrator to address the issue. Dan's teacher was very supportive and created a communication book to share information with Dan's parents daily. This allowed Dan's parents to help him more specifically with his social relational challenges every day. The problem with social relating lasted for about three months, just before the end of the first term. It was reassuring for Dan's parents that his teacher viewed this behaviour challenge as part of the typical adjustments students undergo in kindergarten.

Dan continued to enjoy attending school and particularly more so once the difficulties with social relating were behind him. During grades 1 and 2, Dan developed some solid friendships, and he had fun playing with his friends during recess. He also attended many birthday parties. Academically, gaps began to surface in grade 1 with phonological processing difficulties. Teachers recommended that Dan continue to work on sound-symbol awareness and reading decoding. This was a struggle for Dan's parents, as Dan showed very little interest in reading and completing tasks related to phonological awareness. Dan's rote arithmetic skills continued to excel in grade 2, and by the end of grade 2 he knew his times tables up

to 9. Dan continued to show a lack of interest in reading and, as a result, difficulties in reading comprehension began to surface. Dan slowly began to show signs of boredom and lack of focus during silent reading periods in grade 2 by taking a lot of breaks, by walking around the room or by simply pretending to read. He needed teacher prompts to remain on task and to persist at his work.

By grade 3, Dan continued to maintain the social relationships he had built previously. He experienced the typical social upsets normal for his age but none that involved teacher intervention. His mental arithmetic, number sense and numeration, recall of facts from teacher-directed lessons, films, movies, labelling parts of objects—in essence, rote recall of information—continued to develop well. Nevertheless, Dan began to receive more direct teacher support and prompting when attempting to complete math word problems, and when answering lengthy reading comprehension problems and completing book reports. He also began to receive more lengthy homework assignments, as his written work at school was quite sparse and showed few details and extension of ideas. He had difficulty producing a variety of words to express himself on paper, as well as trouble organizing his words and thoughts into complete sentences.

Dan's teacher recognized Dan's struggles and began to differentiate her instructions in smaller group settings in an attempt to address Dan's needs. She also discussed her strategies with his parents who expressed concerns but appreciated the support. Dan's parents began to question their options and asked about the potential for a psychoeducational assessment. Dan's teacher assured his parents that she would bring his name forward to the School Support Team (SST) for further review and recommendations.

Concerns about Dan's academic progress were highlighted more significantly ahead of the Progress report in November and following his EQAO test results, which fell within the Level 2 range for Reading and Mathematics and at Level 1 for Writing. While Dan's oral communication skills continue to develop and flourish, his written work shows signs of struggle. He often complains about having to write down his ideas and he often shows signs of off-task behaviour when given such assignments. As well, his difficulty in the areas of math—where language is critical to comprehension and problem solving—became more and more apparent when he failed a few assignments in Data Management and Probability. Dan also struggled to finish reading selections on time for discussion with the rest of the group. His cueing strategies, knowledge of cueing systems, word attack skills, and his ability to decode unfamiliar words were noted to be weak by his teacher. Dan never volunteers to read aloud in class.

Given Dan's emerging academic difficulties described above, both his teacher and parents agreed in a recent conference that he should be recommended for a psychoeducational assessment.

Prior Assessments and Intervention

The special education resource teacher (SERT) at Dan’s school completed some academic assessment measures using the Wechsler Individual Achievement Test—Third Edition: Canadian (WIAT-III CDN). This test assessed Dan’s current level of functioning in specific academic areas at the beginning of grade 4. The assessment findings are reviewed below.

Reading

Dan’s overall reading skills fell within the Low Average range, at the 22nd percentile or below grade-level expectations. His individual reading scores ranged from the 10th to the 25nd percentile. Dan had difficulty reading unfamiliar words and he had very few strategies to help him attack a word he did not know. His go-to strategy was to skip the word; however, with prompting Dan would attempt to read the word by guessing at what it might be. His guesses were often off and not at all related to the actual word. Needless to say, Dan’s reading rate, fluency and accuracy were all impaired and fell below grade-level expectations.

Reading Summary

Subtest	Percentile	Descriptor
Early Reading Skills	25th	At Grade-Level Expectations
Word Reading	16th	Below Grade-Level Expectations
Pseudoword Decoding	12th	Below Grade-Level Expectations
Reading Comprehension	18th	Below Grade-Level Expectations
Oral Reading Fluency	16th	Below Grade-Level Expectations
Oral Reading Accuracy	21st	Below Grade-Level Expectations
Oral Reading Rate	10th	Below Grade-Level Expectations

Mathematics

Compared to reading, Dan’s mathematics skills are much better developed for his age and grade level. His overall mathematics score fell within the High Average range, at the 88th percentile, which is above grade-level expectations. A closer look at the individual math tests that make up this score show that Dan did well when solving basic math facts, such as addition, subtraction and multiplication, and his fluency in these areas was also strong and well developed. His Math Problem Solving skills, however, fell within the Below Average range, at the 16th percentile, and below grade-level expectations. Dan had difficulty using grids and graphs to make

comparisons, draw conclusions or tell time. He also had trouble using patterns to solve problems, solve problems using money or answer questions. These findings are consistent with teacher and parent observations.

Mathematics Summary

Subtest	Percentile	Descriptor
Math Problem Solving	16th	Below Grade-Level Expectations
Numerical Operations	88th	Above Grade-Level Expectations
Math Fluency: Addition	70th	At Grade-Level Expectations
Math Fluency: Subtraction	75th	Above Grade-Level Expectations
Math Fluency: Multiplication	85th	Above Grade-Level Expectations

Written Language

Dan's broad written language skills overall were diverse and fell within the Average range; however, this overall single score did not tell the complete story. While his Spelling skills fell within grade expectations, his Written Expression and Sentence Composition skills fell within the Below Average range, at the 16th percentile and below grade-level expectations. Dan struggled with virtually all aspects of writing. When writing sentences and short stories, Dan had difficulty with sentence and paragraph construction, word fluency, and organization. He also became very frustrated during these tasks and on a few occasions asked if his unfinished work could be considered complete.

Written Language Summary

Subtest	Percentile	Descriptor
Written Expression	16th	Below Grade-Level Expectations
Spelling	35th	At Grade-Level Expectations
Sentence Composition	16th	Below Grade-Level Expectations

Oral Language

Dan’s oral language skills are developing at a slower pace than his grade-level peers. In a one-to-one setting he was able to sit, listen and follow directions with a modest degree of accuracy. However, with more lengthy and complex instructions and directions, Dan’s frustration increased and he became somewhat more fidgety. This behaviour was demonstrated when Dan was asked to spontaneously describe the main features of an image. He had tremendous difficulty finding words to accurately describe the details of the picture, and he had trouble organizing his thoughts.

Oral Language Summary

Subtest	Percentile	Descriptor
Listening Comprehension	25th	Age Expectations
Oral Expression	10th	Below Grade-Level Expectations

Overall, Dan has a diverse set of academic skills ranging from above grade-level expectations in some mathematics strands to below grade-level expectations in reading, writing and some areas of oral language. Based on the results of this school-based assessment, the School Support Team (SST) together with Dan’s classroom teacher created an Individual Education Plan (IEP) to support Dan’s specific academic needs in Reading, Math Problem Solving, Written Expression and Oral Expression.

Current Assessment Results

Assessment Procedures

- A Developmental Neuropsychological Assessment, Second Edition (NEPSY-II)
- Beery-Buktenica Developmental Test of Visual-Motor Integration (Beery VMI-6), Visual Perception and Motor Coordination, 6th Edition
- Behavior Rating Inventory of Executive Function (BRIEF)
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
- Parent Questionnaire completed by Dan’s parents
- Review of Dan’s Ontario Student Record (OSR)
- Wechsler Intelligence Scale for Children—Fifth Edition (WISC-V)
- Wide Range Assessment of Memory and Learning—Second Edition (WRAML2)

Behavioural Observations

Dan was observed on three occasions in multiple settings: during a health and physical education class, during a math class and during a silent reading period. Dan was observed to be a likeable student in all settings. He participated well in his health and physical education class, listening to teacher instructions and cooperating well with classmates.

During a math period in which students had to listen to a lesson on probability, Dan paid attention at first but then seemed to mentally disengage. He appeared somewhat confused and then frustrated. He laid his head on his desk and waited for the teacher to finish the lesson. When the lesson was over, Dan was the first to put his hand up to ask a question. He met the teacher at her desk, and she reviewed the lesson with Dan. Dan returned to his desk to complete the work independently. He was able to complete a few problems but he had more difficulty as he progressed down the page. Within half an hour, he raised his hand and asked the teacher more questions at least four more times. Other students asked for help once or twice at most.

During the silent reading period, Dan appeared to be reading just like many of the other students. Soon it appeared that he was feigning reading: he spent some time looking at a page, sneaked a look toward the teacher and then quickly turned to the next page. Dan also got up to speak with the teacher more often than his classmates. He needed several prompts to return to his work.

Dan came willingly to the assessment setting. He was dressed appropriately for his age. He appeared alert and curious to learn about the next steps. The assessment took place over three visits during which rapport was easily established through conversations, fun games and activities. Dan was eager to get started with the assessment once he heard about some of the activities he would be doing. He remained focused and relaxed during the assessment, approaching each task eagerly and enjoying carrying out the new tasks. He persisted at most of them but did become mentally fatigued with lengthy verbal directions and occasionally asked for instructions to be repeated.

The results of this assessment are likely an accurate reflection of Dan's current functioning.

Assessment Results

Results of the standardized testing are presented in percentiles. Percentiles refer to the relative standing of the individual when compared to others of similar age. Results between the 25th and the 74th percentiles are considered to fall within the Average range. For example, a result at the 35th percentile means the individual performed as well as or better than 35 per cent of individuals of the same age.

Cognitive / Intellectual Functioning

To assess his intellectual abilities, Dan was administered the WISC-V, which is a standardized, individually administered test of a child's intellectual ability and cognitive strengths and weaknesses. It compares children to their similar-aged peers. The test has six composite scores: Verbal Comprehension Index, Visual Spatial Index, Fluid Reasoning Index, Working Memory Index, Processing Speed Index and Full Scale IQ. The Full Scale IQ (FSIQ) is derived from a combination of the subtest scores and is considered the most representative estimate of global intellectual functioning. A summary of Dan's cognitive scores, which were interpreted using Canadian norms, are captured in the table below.

Index	Percentile	Qualitative description
Verbal Comprehension	34th	Average
Visual Spatial	61st	Average
Fluid Reasoning	34th	Average
Working Memory	27th	Average
Processing Speed	5th	Very Low
Full Scale (FSIQ)	45th	Average
General Ability Index (GAI)	50th	Average

Dan's general cognitive ability fell within the Average range of intellectual functioning as measured by the FSIQ. His overall thinking and reasoning abilities exceeded those of approximately 45 per cent of children his age. Similarly, when Dan's overall abilities were examined with the General Ability Index (GAI), which is a measure less impacted by working memory and processing speed factors, his intellectual ability remained within the Average range, 50th percentile.

Dan's verbal reasoning abilities as measured by the Verbal Comprehension Index were in the Average range and above those of approximately 34 per cent of his same-aged peers. While Dan's ability to access and apply word knowledge fell within the Average range, his knowledge of vocabulary words was somewhat better developed than his verbal abstract reasoning.

Dan's visual-spatial reasoning abilities fell solidly within the Average range and above those of approximately 61 per cent of children his age. His ability to use visual-perceptual and spatial reasoning abilities was well developed as evidenced by his High Average score, at the 75th percentile. His ability to visually construct information and use visuomotor skills to recreate designs using blocks was Average, at the 55th percentile.

Similar to his verbal reasoning and concept formation skills, Dan's abilities to detect the underlying conceptual relationship among visual stimuli and use reasoning to identify and apply rules were in the Average range. Specifically, Dan performed in the Average range on the Fluid Reasoning Index, 34th percentile. His scores were evenly matched on two subtests, one requiring nonverbal reasoning to solve visually represented problems and the other involving mental arithmetic. Dan struggled on the remaining nonverbal reasoning task, which assessed his ability to complete complex matrices using multiple choice options. He seemed somewhat overwhelmed by the choices, and thus he struggled to maintain his focus. He guessed at many of the questions. Dan obtained a score in the Average range, 25th percentile, in spite of the difficulties he encountered with this task.

Compared to his consistently Average abilities in verbal knowledge and reasoning, visual-spatial reasoning and nonverbal reasoning, Dan's performance on the Working Memory Index (WMI) was slightly weaker, at the 27th percentile. The Working Memory Index measured Dan's ability to register, maintain and manipulate visual and auditory information in present time, which requires attention and concentration as well as visual and auditory discrimination. This index measures a child's short-term memory, in other words Dan's ability to hold information in his mind, manipulate the information and produce an output.

Within the WMI, a subtest called Picture Span required Dan to memorize visual images and identify them in order on subsequent pages. During the Digit Span subtest, he listened to strings of numbers being read aloud and recalled them in the same order, in backward order and in ascending order. He performed similarly across these two subtests, suggesting that his visual and auditory working memory are similarly developed or that he verbally mediated the visual information on the Picture Span subtest. His scores were at 25th and 37th percentiles, respectively. The Letter-Number Sequencing subtest was administered to gain a more comprehensive understanding of the proficiency of Dan's working memory. He performed similarly to other children his age, suggesting that he has age-appropriate sequential processing, mental manipulation and attention, at the 37th percentile.

Dan's memory function was explored further using the Wide Range Assessment of Memory and Learning— Second Edition (WRAML2). His General Memory Index, which summarized his performances in verbal and visual memory and attention / concentration, was within the Average range, at the 45th percentile. Dan's short-term verbal memory, which was evaluated using three individual subscales (Story Recall, Sentence Repetition and Number / Letter Recall), fell within the Average range, at the 50th percentile. He performed better at the rote story recall and sentence repetition tasks, but struggled with the number / letter recall where his score was weaker, at the 16th percentile.

Dan's short-term Visual Memory Index provided an estimate of how well he could learn and recall both meaningful (i.e., pictorial) and minimally related, rote (i.e., designs) visual information. This index is derived from the sum of the Picture Memory and the Design Memory subtests. More specifically, visual memory abilities may

be related to day-to-day tasks (e.g., remembering the layout of a town, identifying different car models, recalling the location of states on a map). Related academic tasks can include recalling information from the chalkboard, understanding some aspects of math problems (e.g., graphs, spatial problems), and processing / recalling less verbal or nonverbal aspects of science / technology (e.g., circuit diagrams). At the 58th percentile, Dan performed within the Average range overall on short-term visual memory tasks. His scores were consistent across all measures.

Based on these results, Dan should be able to complete multi-step activities in the classroom and hold onto and manipulate information in his mind to produce responses as well as other students his age.

When Dan's attention has been secured and he understands the material he is required to learn, he has well-developed skills to process, store and recall verbal and visual information.

Visual Processing and Visual-Motor Integration

The WISC-V Processing Speed Index (PSI) measures a child's psychomotor speed, visual-motor co-ordination and ability to process simple or routine visual material quickly. Dan's performance on this measure was significantly weak.

The speed and accuracy of Dan's of visual scanning and visuomotor coordination skills were a significant weakness compared to his other cognitive abilities. His score on the PSI was in the Very Low range, at the 5th percentile, and better than only 5 per cent of his age-matched peers. His performances on a measure of visual scanning and discrimination and on a measure of paired associate learning and graphomotor speed were consistent. Dan paid more attention to accuracy over speed on these tasks, even when prompted to work as quickly as possible.

To further examine Dan's visual processing and visual-motor integration, both core and supplemental tests of the Beery-Buktenica Developmental Test of Visual-Motor Integration, Visual Perception and Motor Coordination, 6th Edition (Beery VMI-6) were administered. This index involved an untimed task in which Dan was required to copy increasingly difficult geometric forms. Unlike the Processing Speed Index from the WISC-V, Dan's overall performance on visual perception and fine motor tasks fell within the Average range, at the 50th percentile. His performance was similar on Design Copy, a visuospatial processing task from the NEPSY-II that required him to copy different and increasingly complex geometric figures without the benefit of being able to erase errors. On this task, Dan obtained a score at the 45th percentile, the expected level for his age.

Overall, given the inconsistencies with Dan's visual processing and visual-motor integration skills, he will likely be effective at copying notes from the board or a textbook and he should be able to make sense of routine visual information. However, Dan will likely require a great deal more time when completing such tasks than his same-aged peers and he will need shorter and more specific directions.

Phonological Processing

Phonological processing refers to the detection and discrimination of speech sounds. It is a type of auditory processing that plays a role in understanding spoken language and in reading, writing and spelling. The Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2) was administered to assess Dan's abilities in this area. On a measure of Dan's awareness and subsequent access to the sound structure of the English language, his overall performance fell within the Low Average range, at the 16th percentile. He had particular difficulty synthesizing sounds to form words, as well as isolating individual sounds within words.

Dan will likely experience difficulty applying phonemic strategies to help with his reading and spelling, and he will likely find it particularly difficult to blend sounds. Dan's speed and ability to process visual and phonological information fell within the Low Average range, indicating that his reading fluency, and thus his reading comprehension, may be affected at times, particularly when the material becomes longer and more complex.

Attention and Executive Functioning Skills

Dan's attention and executive function was assessed using a variety of measures. He was administered a battery of tests from the NEPSY-II, and Dan's parents and teacher rated his abilities on scales from the Behavior Rating Inventory of Executive Function (BRIEF). Dan's abilities to use and sustain selective auditory attention and to shift his attention and maintain a new response set were assessed. His performance was somewhat inconsistent: he fell within the Average range expected for his age, at the 35th percentile, on the former measure and within the Below Average range, at the 21st percentile, on the latter. Dan struggled with shifting his focus and maintaining it, a task that requires more cognitive control.

On a task that required Dan to name shapes quickly and accurately, he performed within the Average range, at the 55th percentile. On a task that required him to name the opposite of the item presented to him, he scored within the Average range, at the 45th percentile. However, on the last section of this subtest, in which he was directed to change his response based on the characteristic of the object presented to him, Dan had a much more difficult time. His performance on this task fell within the Low Average range, at the 16th percentile, and below the expected level for his age.

Dan's parents and teacher completed the Behavior Rating Inventory of Executive Function (BRIEF), which further assessed Dan's executive functions in real-world situations. His parent's ratings showed moderately elevated scores on the Plan / Organize scale, which measures two abilities: planning and organization. The first captures the ability to anticipate future events, to set goals and to develop an appropriate series of steps ahead of time to carry out a task or activity. The second refers to the ability to bring order to information and to appreciate main ideas or key concepts when learning or communicating information. Dan has some difficulty planning and organizing information, which may lead him to underestimate the level of difficulty or the time required to complete tasks. Often he may wait until the last

minute to begin a long-term project or school assignment, and he may have trouble carrying out the actions needed to reach his goals. Furthermore, Dan may approach tasks haphazardly, getting caught up in the details and missing the big picture. As a result, he may fail to express many of his good ideas on tests and written assignments. He may also feel overwhelmed by large amounts of information and therefore have difficulty retrieving material spontaneously or responding to open-ended questions.

Dan's teacher's ratings were consistent with his parents' rating on the measures described above. However, his parents' ratings were also moderately elevated on the Shift scale, which assesses the ability to move freely from one situation, activity or aspect of a problem to another as circumstances demand. Dan likely experiences difficulty changing from task to task or moving from place to place, thinking of or accepting different ways of solving problems, and demonstrating flexibility in carrying out his day-to-day activities.

Summary and Formation

Dan is a 9-year, 9-month-old boy in grade 4 who was referred for a psychoeducational assessment to gain a better understanding of his current cognitive, visual-motor, attention, memory and phonological processing abilities and behaviour. Concerns have been noted throughout the years—particularly about his abilities in reading and writing and some areas of math—and the results of this assessment will help develop a plan to best support Dan in school.

The results of this current cognitive assessment showed that Dan's intellectual abilities as measured by the WISC-V are inconsistent and cannot be understood by a single score. His General Ability Index, which is a measure less impacted by Working Memory and Processing Speed factors, fell within the Average range and best describes Dan's intellectual abilities. Dan's adequately developed thinking and reasoning skills are depressed by inconsistencies in memory function, relative weaknesses in processing speed and phonological processing and executive functioning. These deficits affect Dan's academic functioning in the areas of reading and writing, and in some aspects of mathematical problem solving.

Given that Dan's intellectual functioning fell within the Average range, the processing weaknesses that are affecting his ability to learn at the same rate and speed as his peers—and his weaknesses in reading, writing and math—meet the criteria for a diagnosis of a learning disability.

Dan would likely benefit from support in school to best meet his learning needs. He has many positive aspects in his life, including a supportive family and varied interests.

Areas of strengths

- Thinking and Reasoning
- Visual Processing Speed
- Verbal Memory
- Visual Memory
- Health and Physical Education

Areas of relative needs

- Visual Processing Speed
- Working Memory
- Phonological Processing
- Planning and Organization
- Ability to shift focus and consider alternative ways of solving problems

Recommendations**General Learning**

Dan presents with a learning disability characterized by strengths in thinking and reasoning, and visual memory, and weaknesses in phonological processing, processing speed and some aspects of executive function—namely, planning and organizing and the ability to shift from one mindset to another. He will likely best be supported in school by being identified as an exceptional learner with a learning disability. His Individual Education Plan (IEP) should reflect his current strengths and needs.

Reading

1. Dan should continue to practise reading in order to develop these skills.
2. Dan's parents and teachers are encouraged to explore the website for The Balanced Literacy Diet, which suggests many ideas for supporting students with reading and writing needs.

Spelling and Writing

1. Dan and his parents might wish to explore some websites such as www.spellingcity.com, www.funbrain.com/spellroo and www.kidspell.com that are designed to help children with their spelling.
2. Given Dan's difficulties with reading and written expression, technology support and software will become essential in helping Dan access the curriculum as he is required to do more research and writing in the higher grades. When appropriate, the school team should obtain samples of Dan's writing and complete an application for additional technological support, if warranted.

Mathematics

1. Because mathematical concepts often build upon one another, Dan's teachers will want to ensure that he adequately understands foundational skills before introducing more complex concepts.
2. Dan works best with pre-learning and rehearsal. Whenever feasible, provide visual sample problems when Dan is working on math problems and provide extra time for him to complete the work.
3. Dan and those supporting him might wish to use the Mathies website (or other free interactive learning tools that are aligned with the Ontario curriculum) to give him practice with math skills. See <http://oame.on.ca/mathies/>.

Executive Functioning (Including Emotional Regulation)

1. Dan may need help learning how to be flexible in his use of strategies. When he faces an obstacle while solving a problem, he should be encouraged to ask himself, "What other ways could I think about the problem in order to reach a solution?" Those supporting Dan will likely need to help to adapt his thinking and work through the problem.
2. Dan should continue to engage in activities that he enjoys and in which he experiences success (e.g., soccer, chess club).
3. Dan and his parents are encouraged to learn more about learning disabilities by visiting the Learning Disabilities Association of Ontario (LDAO) website at www.ldao.ca. The association provides an abundance of information and support, including workshops and courses regarding learning disabilities and related topics.

It was a pleasure to meet and work with Dan and his family. A meeting has been arranged to review the results of the assessment with Dan's parents. I remain available for further questions and / or consultation should the need arise.

Psychologist

Appendix I 6

Grade 5 Individual Education Plan

CHALLENGE

As you read the Individual Education Plan, highlight information from this document that may be important to your class / subject. Scan the headings to find the sections that might give you the most specific information (for instance, Accommodations).

Record the information you learn about Dan on a locally developed template or the Ontario Ministry of Education's Student Profile Template (*Learning for All, K–I 2*, page 61, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>).

GRADE 5

Individual Education Plan (IEP)

REASON FOR DEVELOPING THE IEP

☒ Student identified as exceptional by IPRC

Student not identified by IPRC but requires special education program / services, including accommodations and / or modified / alternative learning expectations

STUDENT PROFILE

Name: Dan Rodeo

Date of Birth:

Student OEN:

School:

Semester: Term 2

Principal:

Current Grade / Special Education

School Year:

Class: 5

Most Recent IPRC Date: Fall

Date Annual Review Waived by Parent / Guardian:

Grade 5

Exceptionality:

Communication Learning Disability

IPRC Placement Decision: Regular Class with Resource Support

ASSESSMENT DATA

List relevant educational, medical / health (hearing, vision, physical, neurological), psychological, speech / language, occupational, physiotherapy and behavioural assessments.

**Inform
ation
Source**

Date

Summary of Results

Psych Ed
Report

August: end of grade
4

Meets the criteria for diagnosis of a Learning Disability

KTEA

June

Letter and Word Recog 14%ile; Reading Comprehension

		19%ile; Math Concepts 80%ile; Math Computation 83%ile; Listening Comprehension 75%ile; Phonological Awareness 16%ile	
DRA	June: grade 4	Level 28, Fluency 70 words / minute	
Relevant Medical Conditions Yes (<i>list below</i>) No			
<hr/>			
Health Support Services / Personal Support Required Yes (<i>indicate type below</i>) No			
<hr/>			
STUDENT'S STRENGTHS AND NEEDS			
Areas of Strength		Areas of Need	
Thinking and Reasoning		Visual Processing Speed	
Verbal Memory		Working Memory	
Visual Memory		Phonological Processing	
Athleticism		Planning and Organization	
Peer Relations		Ability to shift focus and consider alternative ways of solving problems	
SUBJECTS, COURSES OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES <i>Identify each as Accommodated only (AC), Modified (MOD) or Alternative (ALT). Please identify courses by their codes.</i>			
Language Arts		AC	<div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 5px;">M O D X</div> <div style="text-align: center;"> <input type="checkbox"/> ALT </div> </div>
All other subjects		X AC	<div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 5px;"><input type="checkbox"/> M</div> <div style="text-align: center;"> <input type="checkbox"/> ALT </div> </div>

			O D	
Elementary Program Exemptions or Secondary School Compulsory Course Substitutions				
<input type="checkbox"/> Yes (<i>provide educational rationale</i>) No				
<hr/> <p><i>Complete for secondary students only:</i></p> <p>Student is currently working towards attainment of the:</p> <p><input type="checkbox"/> Ontario Secondary School Diploma</p> <p><input type="checkbox"/> Ontario Secondary School Certificate</p> <p><input type="checkbox"/> Certificate of Accomplishment</p>				
Reporting Format <input type="checkbox"/> Provincial Report Card <input type="checkbox"/> Alternative Report Card				
Reporting Dates: _____ _____				
<p align="center">ACCOMMODATIONS</p> <p align="center">(Accommodations are assumed to be the same for all subjects / program areas unless otherwise indicated.)</p>				
Instructional Accommodations	Environmental Accommodations	Assessment Accommodations		
Model new skills	Posted success criteria	Provide a variety of assessment methods including oral testing as appropriate		
Pre-teach new vocabulary	Quiet space (workspace to reduce distractions)	Computer options (voice to text; text to voice)		

Record Instructions on chart	Proximity to Instructor for New Tasks	Additional time
Review instruction with student following lesson		
Provide checklist for multi-step tasks		
Provide models or sample of tasks		
Electronic organizers (calendar / agenda, to-do lists, checklists, Popplet)		
Voice to text & text to voice technology		
Reduced volume of work		
Peer mentor		
Individualized Equipment <input type="checkbox"/> Yes (<i>list below</i>) No		
<hr/>		
PROVINCIAL ASSESSMENTS		

Provincial Assessment Year: <input type="checkbox"/> Yes (provide name of the assessment below) <input type="checkbox"/> No Name of Assessment: _____	
Permitted Accommodations: <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No _____ _____	
Exemptions: <input type="checkbox"/> Yes (provide explanatory statement from relevant EQAO document) <input type="checkbox"/> No _____	
Deferral of Ontario Secondary School Literacy Test (OSSLT): <input type="checkbox"/> Yes (provide rationale below) <input type="checkbox"/> No Rationale: _____	
Ontario Secondary School Literacy Course (OSSLC): <input type="checkbox"/> Yes <input type="checkbox"/> No	
SPECIAL EDUCATION PROGRAM To be completed for each subject / course with modified expectations and / or each alternative program with alternative expectations. Please identify courses by their codes.	
Subject / Course / Alternative Program: Language Arts	
Baseline Level of Achievement (refer to previous June report card): Prerequisite course (if applicable): Letter grade / Percentage mark: Reading C, Writing C- Curriculum grade level: 3	Baseline Level of Achievement for Alternative Program (refer to description in previous June report card or alternative report):
Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course or alternative program.	

Dan will be assessed on all the expectations stated in the grade 5 curriculum (with accommodations provided). The expectations stated below are the only expectations that vary from the grade 5 curriculum.

Learning Expectations (List modified / alternative expectations outlining knowledge and / or skills to be assessed, by reporting period. Identify grade level, where appropriate.)	Teaching Strategies (List only those that are particular to the student and specific to the learning expectations.)	Assessment Methods (Identify the assessment method to be used for each learning expectation.)
Term 1 Reading Dan will: read a variety of texts to improve fluency to current grade level	-select text the student can read with 2–3 errors / page and increase difficulty as appropriate -correct words with student -student corrects words in moment -explain unfamiliar sounds if necessary	Diagnostic Reading Assessment per term to monitor improvement of fluency
Term 2 Dan will: read a variety of texts with comprehension, increasing his fluency to current grade level	-select text that the student can demonstrate increased comprehension through regular retell, summary and identifying main idea	Diagnostic Reading Assessment per term to monitor improvement of fluency and comprehension

TRANSITION PLAN

Actions Required at This Time: ☒ Yes ☐ No

Goal(s): To support Dan with understanding his strengths and needs so that there is improved self-advocacy

Actions Required	Person(s) Responsible for Actions		Timelines
Understand what a learning disability is and how it affects the way he learns	Parent, SERT, Grade 5 Teacher and Dan		Throughout grade 5
HUMAN RESOURCES (teaching / non-teaching)			
Type of Service	Initiation Date	Frequency or Intensity	Location
SERT	Sept Gr. 5	Twice per week	Classroom
IEP DEVELOPMENT TEAM			
Staff Member		Role	
Grade 5 Teacher		Classroom Teacher	
SERT		Special Ed Resource Teacher	
Principal		Principal	
SOURCES CONSULTED IN THE DEVELOPMENT OF THE IEP			
✗ IPRC Statement of Decision (if applicable) ✗ Provincial Report Card <input type="checkbox"/> Previous IEP ✗ Parents / Guardians ✗ Student <input type="checkbox"/> Other sources (<i>list below</i>)			

Psychoeducation Report, Diagnostic Assessments

DATE OF PLACEMENT IN SPECIAL EDUCATION PROGRAM *(select the appropriate option)*

- 1) First day of attendance in new special education program
- 2) First day of the new school year or semester in which the student is continuing in a placement
- 3) First day of the student's enrolment in a special education program that he / she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

Completion Date of IEP Development Phase

(within 30 school days following the Date of Placement: Term I

Grade 5

Appendix 17

Grade 8 Individual Education Plan

CHALLENGE

As you read the Individual Education Plan, highlight information from this document that may be important to your class / subject. Scan the headings to find the sections that might give you the most specific information (for instance, Accommodations). Record the information you learn about Dan on a locally developed template or the Ontario Ministry of Education's Student Profile Template (*Learning for All, K–12*, page 61, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>).

GRADE 8

Individual Education Plan (IEP)

REASON FOR DEVELOPING THE IEP

☒ Student identified as exceptional by IPRC

☐ Student not identified by IPRC but requires special education program / services, including accommodations and / or modified / alternative learning expectations

STUDENT PROFILE

Name: Dan Rodeo

Date of Birth:

Student OEN:

School

Semester: Term 2

Principal:

Current Grade / Special
Education Class: 8

School Year:

Most Recent IPRC Date:

Date Annual Review Waived by Parent / Guardian:

Exceptionality: Communication Learning Disability

IPRC Placement Decision: Regular Class with Resource Support

ASSESSMENT DATA

List relevant educational, medical / health (hearing, vision, physical, neurological), psychological, speech / language, occupational, physiotherapy and behavioural assessments.

Information Source

Date

Summary of Results

Psychoeducational
Report

August going into gr. 5

Meets the criteria for a diagnosis of a learning disability.

Classroom Learning
Inventory

September grade 8

Preference for visual learning and use of technology for writing and reading.

Board Reading Assessment	October gr. 8	Using technology (speech to text and text to speech software) beginning grade level achievement.	
Relevant Medical Conditions Yes (<i>list below</i>) No			
<hr/>			
Health Support Services / Personal Support Required Yes (<i>indicate type below</i>) No			
<hr/>			
STUDENT'S STRENGTHS AND NEEDS			
Areas of Strength		Areas of Need	
Thinking and Reasoning		Visual Processing Speed	
Verbal Memory		Working Memory	
Visual Memory		Phonological Processing	
Athleticism		Planning and Organization	
Peer Relations		Ability to shift focus and consider alternative ways of solving problems	
SUBJECTS, COURSES OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES <i>Identify each as Accommodated only (AC), Modified (MOD) or Alternative (ALT). Please identify courses by their codes.</i>			
All subjects	<input checked="" type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

☐ Yes (*provide educational rationale*) No

Complete for secondary students only:

Student is currently working towards attainment of the:

☐ Ontario Secondary School Diploma

☐ Ontario Secondary School Certificate

☐ Certificate of Accomplishment

Reporting Format ☐ Provincial Report Card

☐ Alternative Report Card

Reporting Dates: _____

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects / program areas unless otherwise indicated.)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Organization coaching	Strategic seating	Provide additional time to complete
Voice to text and text to voice software	Provide and / or post on walls anchor charts, learning goals and success criteria	Voice to text and text to voice software
Spell and grammar check functions		Provide access to spell and grammar check functions
Chunk critical instructions		
Present information using a variety of visual and concrete		Provide a variety of assessment methods, including oral testing

formats		as appropriate
Teach new vocabulary in the context of information that the student already knows on the topic (prior knowledge)		
Concept webbing software		
Individualized Equipment <input type="checkbox"/> Yes (<i>list below</i>) No Text to voice software (reading), voice to text software (writing), concept webbing software (writing process). Access to word processing software (spell and grammar check enabled—writing)		
PROVINCIAL ASSESSMENTS		
Provincial Assessment Year: <input type="checkbox"/> Yes (<i>provide name of the assessment below</i>) <input checked="" type="checkbox"/> No Name of Assessment: _____		
Permitted Accommodations: <input type="checkbox"/> Yes (<i>list below</i>) <input type="checkbox"/> No _____		
Exemptions: <input type="checkbox"/> Yes (<i>provide explanatory statement from relevant EQAO document</i>) No _____		
Deferral of Ontario Secondary School Literacy Test (OSSLT): <input type="checkbox"/> Yes (<i>provide rationale below</i>) No Rationale: _____		
Ontario Secondary School Literacy Course (OSSLC): <input type="checkbox"/> Yes <input type="checkbox"/> No		

SPECIAL EDUCATION PROGRAM

To be completed for each subject / course with modified expectations and / or each alternative program with alternative expectations. Please identify courses by their codes.

Subject / Course / Alternative Program:

Baseline Level of Achievement (refer to previous June report card):

Prerequisite course (if applicable): _____

Letter grade / Percentage mark: _____

Curriculum grade level: _____

Baseline Level of Achievement for

Alternative Program (refer to description

in previous June report card or alternative

report): Dan has demonstrated age-

appropriate skills when devising and

following a plan and process for

completing work and tasks. He is able

to prioritize and manage his time with

very little support. Dan continues to

require some support in the area of

organizing personal technology for each

class and maintaining his electronic

agenda in order to complete homework

and longer-term projects. Dan takes

great pride and care with his

equipment. Dan has identified two

areas of improvement. First, Dan

indicated that he would like to improve

his abilities to set up equipment on

rotary (variety of settings). Second, he

would like to improve use of his time

management at school and at home

through better use of his electronic

agenda.

<p>Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course or alternative program.</p> <p>Dan will become proficient in setting up his personal computer equipment in a variety of settings within the school and his home (regular classroom, science lab, library, home office, class excursions as required). Dan will regularly use his electronic agenda and calendar to track both school and after-school activities.</p>		
<p>Learning Expectations</p> <p>(List modified / alternative expectations outlining knowledge and / or skills to be assessed, by reporting period. Identify grade level, where appropriate.)</p>	<p>Teaching Strategies</p> <p>(List only those that are particular to the student and specific to the learning expectations.)</p>	<p>Assessment Methods</p> <p>(Identify the assessment method to be used for each learning expectation.)</p>
<p>Dan will set up his computer technology in all his learning environments. He will find solutions to challenges in the variety of settings.</p>	<p>SERT, Board Team IT coach and Dan will review the variety of learning settings within the school and discuss possible challenges and solutions.</p> <p>Dan will choose and implement the solution suitable for the situation and record any barriers and solutions he encountered.</p> <p>SERT, Dan and IT coach will co-create student self-checklist to monitor level of assistance required per solution.</p>	<p>Student self-checklist completed regularly by Dan.</p> <p>IT coach, SERT, classroom teachers and Dan review strategies and outcomes using “Problem Solving Rubric” and student self-checklist to determine proficiency level.</p>
<p>Dan will record homework and other reminders daily in his electronic agenda and update sports and after-school activities as well as school due dates on his electronic calendar.</p>	<p>SERT and Board Team IT coach will review digital calendar and agenda with Dan and co-create a student checklist and method of showing “done,” using digital tools.</p>	<p>SERT and Board Team IT coach will review digital calendar and agenda with Dan and co-create a student checklist and method of showing “done,” using digital tools.</p>

TRANSITION PLAN

Actions Required at This Time: Yes ☐ No

Goal(s): Will attend the associated secondary school in September 2018 with support from Transition Planning team.

Actions Required	Person(s) Responsible for Actions	Timelines
------------------	-----------------------------------	-----------

<p>1. Continue to support Dan's knowledge and implementation of his IEP and how his IEP works with his IPP.</p>	<p>Dan Grade 8 teacher School Resource Teacher (SERT)</p>	<p>September, February, June grade 8</p>
<p>2. Continue to support Dan's proficient use of personal technology / software.</p>	<p>Dan Grade 8 teacher IT coach-Board team SERT</p>	<p>Ongoing during school year</p>
<p>3. Support IPP development with respect to career goal planning and course selections for secondary school.</p>	<p>Dan Gr. 8 teacher SERT</p>	<p>Oct–Nov focus on transition questions to prepare for grade 9</p>
<p>4. Invitation to parents to collaborate during case conference and transition meetings</p>	<p>Mr. and Mrs. Rodeo Gr. 8 teacher SERT School principal</p>	<p>Dec–Jan gr. 8</p>
<p>5. Support Dan and his parents in the final transition to secondary school activities (for example, course selection)</p>	<p>Dan Mr. and Mrs. Rodeo Grade 8 teacher SERT School principal</p>	<p>Jan–June gr. 8</p>

HUMAN RESOURCES (teaching / non-teaching)			
Type of Service	Initiation Date	Frequency or Intensity	Location
Special Education Resource Teacher (SERT)	Sept gr. 8	As required by classroom teacher or as needed by student	Classroom
IT Coaching (Board Team)	Sept. gr. 8	each semester	Classroom
IEP DEVELOPMENT TEAM			
Staff Member		Role	
		(grade 8 teacher)	
		(SERT)	
		(school principal)	
SOURCES CONSULTED IN THE DEVELOPMENT OF THE IEP			
<input type="checkbox"/> IPRC Statement of Decision (if applicable) <input type="checkbox"/> Provincial Report Card <input type="checkbox"/> Previous IEP <input type="checkbox"/> Parents / Guardians <input type="checkbox"/> Student <input type="checkbox"/> Other sources (<i>list below</i>)			
<hr/>			

<hr/>	
<hr/>	
DATE OF PLACEMENT IN SPECIAL EDUCATION PROGRAM <i>(select the appropriate option)</i>	
<ul style="list-style-type: none">• 1) First day of attendance in new special education program• 2) First day of the new school year or semester in which the student is continuing in a placement• 3) First day of the student's enrolment in a special education program that he / she begins in mid-year or mid-semester as the result of a change of placement	
Date of Placement:	Completion Date of IEP Development Phase
	(within 30 school days following the Date of Placement): September - Grade
8	October - Grade 8

Appendix 18

Grade 9 Individual Education Plan

CHALLENGE

As you read the Individual Education Plan, highlight information from this document that may be important to your class / subject. Scan the headings to find the sections that might give you the most specific information (for instance, Accommodations). Record the information you learn about Dan on a locally developed template or the Ontario Ministry of Education's Student Profile Template (*Learning for All, K–12*, page 61, <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>).

GRADE 9

Individual Education Plan (IEP)

REASON FOR DEVELOPING THE IEP

- ☐ Student identified as exceptional by IPRC
- ☐ Student not identified by IPRC but requires special education program / services, including accommodations and / or modified / alternative learning expectations

STUDENT PROFILE

Name: Dan Rodeo

Date of Birth:

Student OEN:

School:

Semester: 1

Principal:

Current Grade / Special
Education Class: 9

School Year:

Most Recent IPRC Date:

Date Annual Review Waived by Parent / Guardian:

Exceptionality: Communication Learning Disability

IPRC Placement Decision: Regular Class with Resource Support

ASSESSMENT DATA

List relevant educational, medical / health (hearing, vision, physical, neurological), psychological, speech / language, occupational, physiotherapy and behavioural assessments.

Information Source

Date

Summary of Results

Psychoeducational
Report

August going into gr. 5

Meets the criteria for a diagnosis of a learning disability.

Classroom Learning
Inventory

September, grade 8

Preference for visual learning and use of technology for writing and reading.

Board Reading Assessment	October, grade 8	Using technology (speech to text and text to speech software) beginning grade level achievement
Classroom Diagnostic for Mathematics	September gr. 9	Evidence of strengths in basic mathematical computations and operations. Evidence of difficulties with mathematical problem solving most evident in solving “word problems” and multi-step problems.
Relevant Medical Conditions Yes (<i>list below</i>) No		
<hr/>		
Health Support Services / Personal Support Required Yes (<i>indicate type below</i>) No		
<hr/>		
STUDENT’S STRENGTHS AND NEEDS		
Areas of Strength	Areas of Need	
Thinking and Reasoning	Visual Processing Speed	
Verbal Memory	Working Memory	
Visual Memory	Phonological Processing	
Athleticism	Planning and Organization	
Peer Relations	Ability to shift focus and consider alternative ways of solving problems	

SUBJECTS, COURSES OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Accommodated only (AC), Modified (MOD) or Alternative (ALT). Please identify courses by their codes.

Semester One: Geography of Canada Applied CGC1P, English Applied ENG1P, Foundations of Mathematics Applied MFM1P, Science Applied SNC1P	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

☐ Yes (provide educational rationale) No

Complete for secondary students only:

Student is currently working towards attainment of the:

- ☐ Ontario Secondary School Diploma
- ☐ Ontario Secondary School Certificate
- ☐ Certificate of Accomplishment

Reporting Format ☐ Provincial Report Card ☐ Alternative Report Card

Reporting Dates: _____

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects / program areas unless otherwise indicated.)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Organization coaching	Strategic seating	Provide additional time to complete
Voice to text and text to voice	Alternative workspace when	Voice to text and text to voice

software	appropriate	software
Spell and grammar check functions		Provide access to spell and grammar check functions
Concept webbing software		
Extra time for processing		Provide a variety of assessment methods, including oral testing as appropriate
Chunk critical instructions		Alternative settings to work
Rewording information		Use of memory aids

Individualized Equipment ☐ Yes (*list below*) ☐ No
Text to voice software (reading), voice to text software (writing), concept webbing software (writing process). Access to word processing software (spell and grammar check enabled—writing).

PROVINCIAL ASSESSMENTS

Provincial Assessment Year: ☐ Yes (*provide name of the assessment below*) ☐ No
Name of Assessment: _____ Grade 9 Assessment of Mathematics

Permitted Accommodations: ☐ Yes (*list below*) ☐ No

Setting: Individual or small-group setting or individual study
carrel, Preferential seating in the assessment room _____

Time Additional time to a maximum of double
the allotted time _____

Response Format Use of a computer or word processor
or assistive devices and technology _____

Presentation Format _____
Assistive technology formats

Exemptions: <input type="checkbox"/> Yes (provide explanatory statement from relevant EQAO document) No		
<hr/>		
Deferral of Ontario Secondary School Literacy Test (OSSLT): <input type="checkbox"/> Yes (provide rationale below) No		
Rationale: _____		
Ontario Secondary School Literacy Course (OSSLC): <input type="checkbox"/> Yes <input type="checkbox"/> No		
<p style="text-align: center;">SPECIAL EDUCATION PROGRAM</p> <p>To be completed for each subject / course with modified expectations and / or each alternative program with alternative expectations. Please identify courses by their codes.</p>		
Subject / Course / Alternative Program: Self Regulation		
Baseline Level of Achievement (refer to previous June report card): Prerequisite course (if applicable): _____ Letter grade / Percentage mark: _____ Curriculum grade level: _____	Baseline Level of Achievement for Alternative Program (refer to description in previous June report card or alternative report): Dan has demonstrated high levels of success in elementary school in setting individual goals and monitoring his progress in particular with respect to using his personal technology, electronic agenda and calendar. When necessary, he sought clarification and assistance to solve challenges. Dan continues to need some support in assessing and reflecting on his own strengths, needs and interests and how they relate to his IEP and his IPP. Dan demonstrates some self-advocacy skills but usually requires support to do so, both in academic and after-school situations.	
Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course or alternative program. By the end of grade 9, Dan will learn strategies to independently demonstrate self-advocacy skills with respect to sharing his strengths, needs and interests with his classroom teachers and sports coaches.		
Learning Expectations (List modified / alternative expectations outlining knowledge and / or skills to be	Teaching Strategies (List only those that are particular to the student and specific to the	Assessment Methods (Identify the assessment method to be used for each learning

assessed, by reporting period. Identify grade level, where appropriate.)	learning expectations.)	expectation.)
Dan will share elements of his IEP (Accommodations, Special Equipment, Strengths and Needs) with each of his Semester One classroom teachers.	SERT will review Dan's Strengths, Needs and Accommodations and Special Equipment sections on his IEP with him. Dan and SERT will practise self-advocacy skills and ways to share the information with Dan's teachers. SERT and Dan will co-create a checklist to rate success of each conversation.	Student self-checklist completed after each discussion with classroom teacher by Dan. SERT, classroom teachers and Dan review student self-checklist to determine progress and proficiency level.
Dan will find out about how to try out for a variety of school teams (hockey, soccer) and clubs (chess) and approach the teacher-supervisor about initial sign-up procedures.	SERT and Dan will review the variety of sources of information available to Dan to locate information (morning announcements, digital announcement board, other students). Dan will determine source most suitable for his needs and initiate process to join teams / clubs. SERT and Dan co-create "Success Scale" Rubric.	SERT, Dan will discuss Dan's strategies and results to determine possible alternative solutions and / or success. Dan and SERT will plot success on "Success Scale" Rubric based on discussion.

TRANSITION PLAN

Actions Required at This Time: Yes ☐ No

Goal(s): Dan will complete a Secondary School Diploma and attend post-secondary school based on his career pathway. In grade 9 Dan is working toward college as his post-secondary destination, in the area of Sports Management.

Actions Required	Person(s) Responsible for Actions	Timelines
------------------	-----------------------------------	-----------

1. Balance Dan's schedule to address his learning needs.	SERT	September gr. 9
2. Inform Dan's teachers of his IEP.	Guidance	September gr. 9
3. Identify school and board team members who will directly work with Dan during the school year.	SERT	September gr. 9
4. Continue to support Dan's knowledge and implementation of his IEP and how his IEP works with his IPP.		Throughout the grade 9 year
5. Continue to support Dan's proficient use of personal technology / software and introduce him to additional assistive devices based on his needs and post-secondary destination.	Board Team IT coach	Throughout the grade 9 year
6. Provide appropriate opportunities to support the further development of self-advocacy skills (for example, student initiating communication with course teachers).	SERT-GLE	Semester One and Throughout the grade 9 year
7. Provide support with course	Guidance	

selection and career goal-setting for grade 10 and beyond.	SERT	Throughout the grade 9 year
--	------	-----------------------------

HUMAN RESOURCES (teaching / non-teaching)			
Type of Service	Initiation Date	Frequency or Intensity	Location
Special Education Resource Teacher (SERT)	Sept gr. 9	As required by classroom teacher or as needed by student	Classroom
IT Coaching (Board Team)	Sept gr 9	each semester	Classroom

IEP DEVELOPMENT TEAM		
Staff Member	Role	
	SERT and GLE teacher	
	School principal	
	Mathematics teacher	
	Science teacher	
	Geography teacher	
SOURCES CONSULTED IN THE DEVELOPMENT OF THE IEP		
<input type="checkbox"/> IPRC Statement of Decision (if applicable) <input type="checkbox"/> Provincial Report Card <input type="checkbox"/> Previous IEP <input type="checkbox"/> Parents / Guardians <input type="checkbox"/> Student <input type="checkbox"/> Other sources (<i>list below</i>)		
<hr/> <hr/> <hr/>		
DATE OF PLACEMENT IN SPECIAL EDUCATION PROGRAM (<i>select the appropriate option</i>)		

- 1) First day of attendance in new special education program
- 2) First day of the new school year or semester in which the student is continuing in a placement
- 3) First day of the student's enrolment in a special education program that he / she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

Completion Date of IEP Development Phase

(within 30 school days following the Date of Placement):

The principal is responsible for each student's IEP and must ensure that it is implemented according to the ministry's guidelines and that a monitoring plan is in place.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs.

Principal's Signature: _____ Date: _____

Involvement of Parent / Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP _____ Parent / Guardian Student

I declined the opportunity to be consulted in the development of this IEP ☐ Parent / Guardian Student

I have received a copy of this IEP ☐ Parent / Guardian Student

Parent / Guardian and Student Comments: _____ Thank you all for helping with Dan's successful transition to secondary school. We still have some questions about Dan taking Applied level courses but we will discuss this further at the Parent-Teacher Interviews later this semester, if that is okay.

Thanks again. Mr. and Mrs

Rodeo _____

Parent / Guardian Signature: _____ Date: _____

Student Signature (if 16 or older): _____ Date: _____

Appendix 19

Student Samples (Elementary)

CHALLENGE

Identify Dan's strengths and needs by examining the following samples of student work and teacher annotations. Consider organizing your thoughts by using the Sample Student Profile (*Learning for All, K–12*, page 61). After you have reviewed the samples, respond to the following questions:

- What patterns can be identified among the various sources?
- Which samples of student work reveal the most useful information about Dan?

Math Sample

Transcript of Teacher - Student Conversation

Teacher: *What strategy could you use to help you understand the question better?*

Dan: I could draw a picture of a pizza and cut it into quarters.

Teacher: *Did other students draw the same picture as you did?*

Dan: Some of them drew 6 $\frac{1}{2}$ pizzas.

Teacher: *Why did you draw only 1 pizza?*

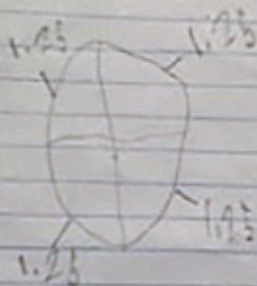
Dan: Because I know that the pizza cost \$5.00 to buy and that if I multiply \$5.00 \times 6 I will get \$30.00. The $\frac{1}{2}$ of a pizza is \$2.50.

Teacher: *What were the other students going to do with the 6 $\frac{1}{2}$ pizzas?*

They added up each pizza slice one at a time until they get to \$32.50. Then they counted the pizzas.

Steven's class is raising money for a charity organization by selling small pizzas at lunch hour. Each pizza is cut into fourths, each slice sells for \$1.25. The class raised \$32.50 on the first day of sales. How many pizzas did they sell?

Pictures



Numbers

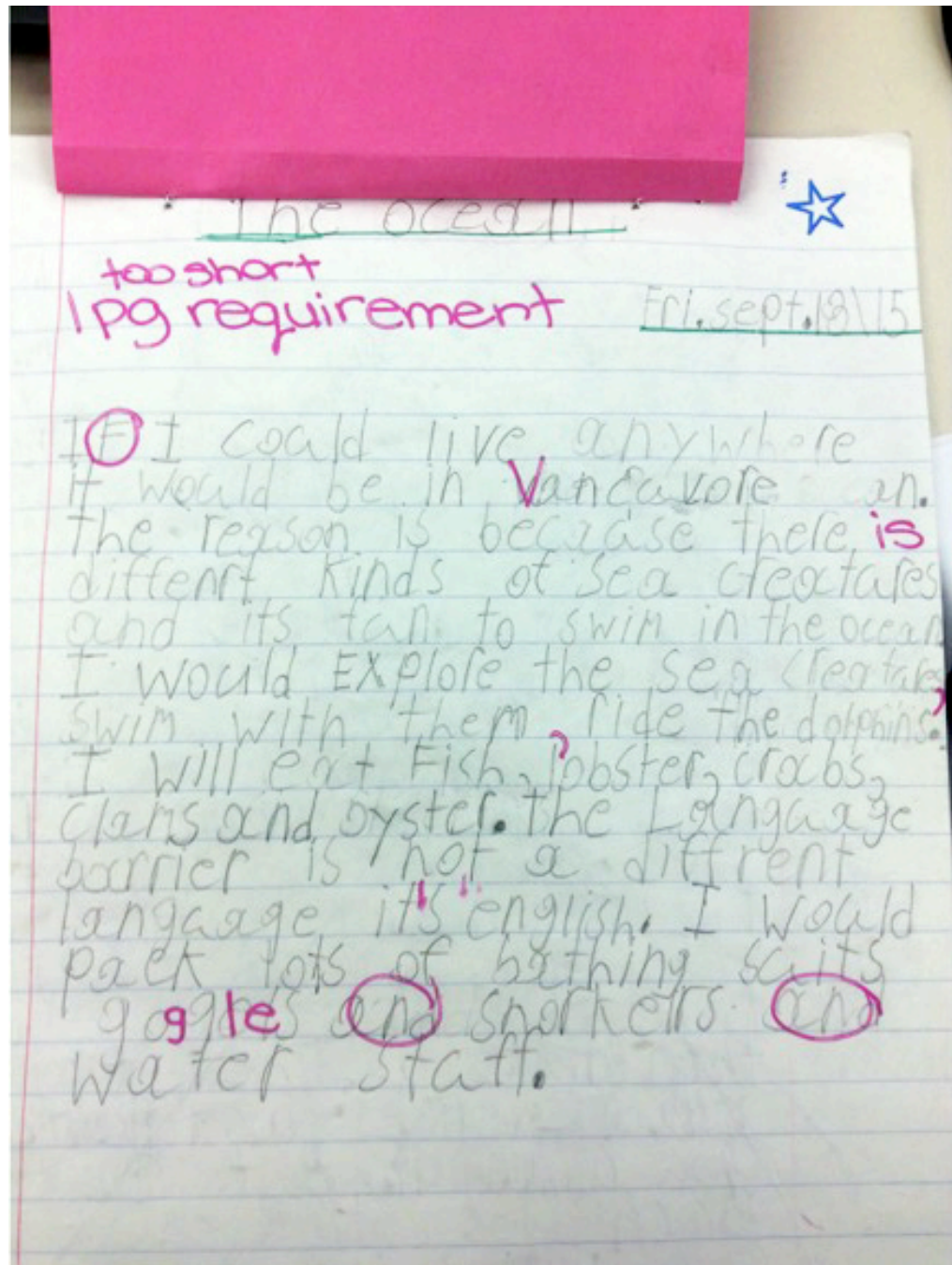
$$\begin{array}{r}
 5 \times 6 = 30.00 \\
 6P = 30.00 \\
 2S = 2.50 \\
 \hline
 = 32.50 \\
 \text{---} \\
 32.50 \\
 \hline
 = 5.00
 \end{array}$$

$P = \$5.00$

Words. In my picture I divided my pizza into fourths. Every slice is \$1.25. Which could be 5.00, one pizza is 4 slices and one pizza is 5.00.

For math I multiplied $5 \times 6 = 30.00$ which is 6 pizzas. Now I have 2.50 left, which is 2 slices.

Writing Sample

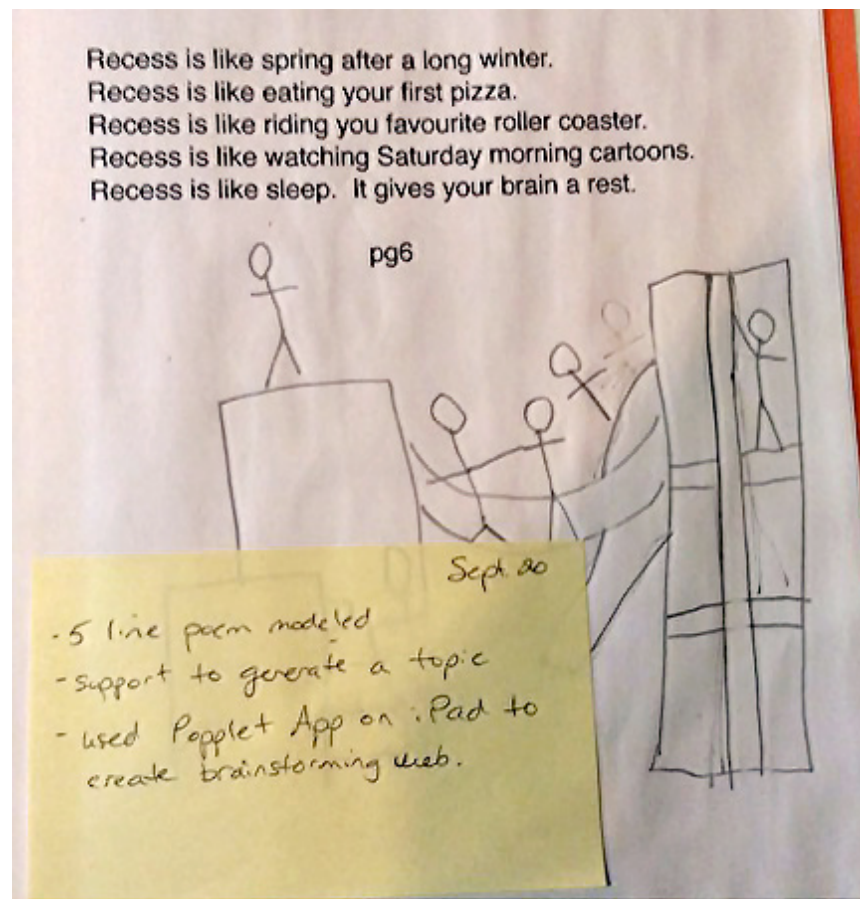


	1	2	3	4
Ideas	-main idea unclear -ideas are not connected	-no main idea, but ideas are connected -list of ideas	-main idea clear -details support main idea -tells a story	-main idea is clear and details create a picture in reader's mind
Organization	-order of ideas is unclear	-ideas are connected, but not sequenced	-main idea is stated first -supporting details sequenced logically	-main idea is clear with many sequential details -sequential words are used to order details
Voice	-reader does not feel emotions when reading	-feelings are simplistically stated ("I like....")	-different words are used for feelings (enjoy vs like)	-creates feelings in reader -personality shows through
Conventions	-difficult to understand due to repeated errors	-errors slow down understanding -parts are difficult to read	-some errors -reader's fluency unaffected	-few errors -writer taking risks with new skills

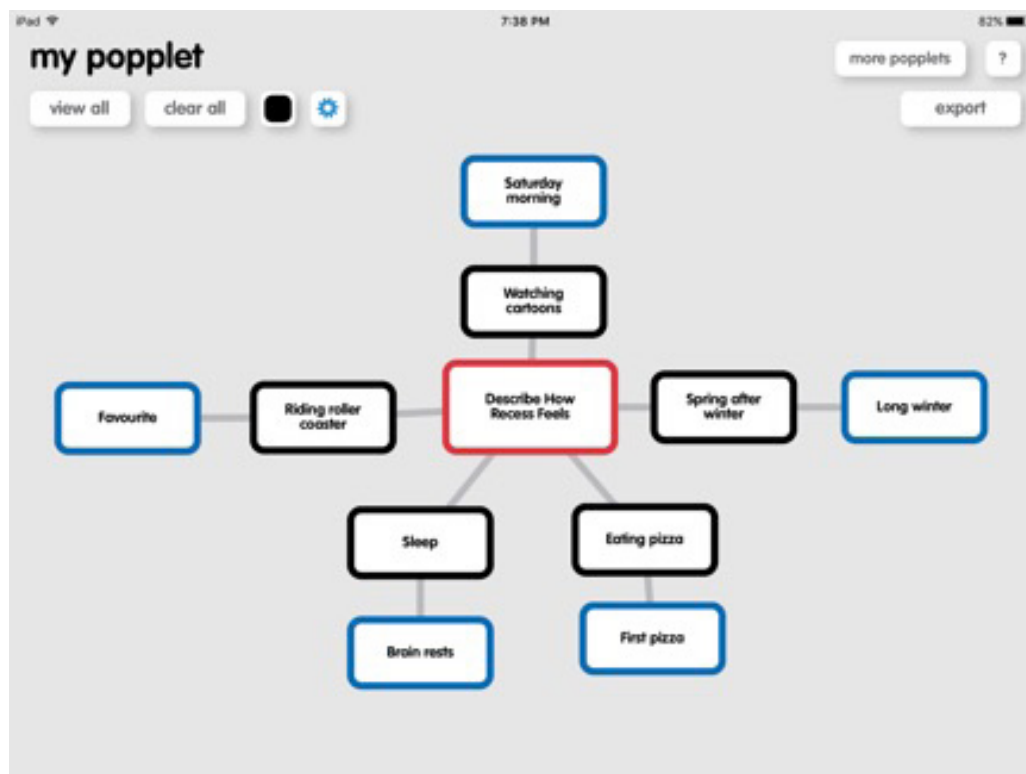
Success Criteria For "If I could Live Anywhere In The World"

- ☐ It is clear to the reader where you would want to live.
- ☐ There are at least 3 main reasons why you would want to live there.
- ☐ Each reason has its own paragraph.
- ☐ You give an explanation for why each reason is important.
- ☐ You use words that describe the place or location (e.g., adjectives that describe textures, colours, etc.)
- ☐ You use complete sentences (e.g., all sentences start with capitals and end with punctuation marks).

Writing with Technology Sample



	1	2	3	4
Ideas	-main idea unclear -ideas are not connected	-no main idea, but ideas are connected -list of ideas	-main idea clear -details support main idea -tells a story	-main idea is clear and details create a picture in reader's mind
Organization	-order of ideas is unclear	-ideas are connected, but not sequenced	-main idea is stated first -supporting details sequenced logically	-main idea is clear with many sequential details -sequential words are used to order details
Voice	-reader does not feel emotions when reading	-feelings are simplistically stated ("I like....")	-different words are used for feelings (enjoy vs like)	-creates feelings in reader -personality shows through
Conventions	-difficult to understand due to repeated errors	-errors slow down understanding -parts are difficult to read	-some errors -reader's fluency unaffected	-few errors -writer taking risks with new skills



Appendix 20

Conversations and Consultations at the Elementary School Level

CHALLENGE

Read the following conversation. Using a chart like the one found in Appendix 26 or two different coloured pens directly on the page, identify the student's strengths and needs. Write down on a sticky note any information that you think is important but does not seem to belong on the chart.

With a partner or the whole group, discuss the following questions:

- Do you notice any trends in the information shared about Dan?
- What information about Dan did you anticipate hearing that was not shared?
- What information about Dan did you not anticipate hearing that was shared?
- Who else might you have asked for information about Dan?

"Ongoing classroom observation, along with the use of various assessment tools that are closely linked to the learning goals and objectives of each lesson and that are designed in a way that enables the student to best demonstrate his or her learning, is critical for determining the student's current achievement level and readiness to learn."

—*Learning for All*, page 46

Current teacher speaks to Dan's mom in preparation for writing Dan's Individual Education Plan (IEP)—September of the school year.

Teacher: Hi, Mrs. Rodeo? It's Dan's teacher phoning. I hope you're well. I am just calling to find out more about Dan. I am preparing to write his Individual Education Plan and thought I would talk about his strengths and needs with you. Dan and I had a short conversation today too. I found out that he really knows a lot about soccer!

Dan's mom: He does love soccer and chess too, actually. His father and I are getting worried that he may be spending too much time playing those games because he seems to need more and more time to finish his homework some nights. He becomes frustrated when completing some of the math questions, especially those with problem-solving requirements. He seems to be able to work independently through the computation-type questions.

This is not a new problem. Last year the teacher was aware of Dan's frustration and would make sure Dan knew what the questions were asking before he left for home that day. It seemed to help a bit.

Teacher: Does the problem seem to be about mathematical concepts or skills, or does it appear to be around meaning of terms, words?

Dan's mom: About the meaning of words really—like the word “evaluate.” Dan is never sure what that means.

Teacher: I see that in the classroom sometimes too. When we talk about the words, he usually is able to finish the task. I have noticed it especially when the question involves multiple steps. The terms, the mathematical language, seem to confuse him.

Dan's mom: Yes, that is true. He also still likes when we read a book together. Recently we bought a digital copy of a book he had previously given up on. We are now on book 3 of the eight books in the series. He is loving it and can't wait to talk to his friends about the story and the characters the next day at school.

Teacher: So, he likes the speaking books. Thanks for that information. We have digital copies of many of our reading selections. Dan may find that helpful.

Dan's mom: Great... If you have any other questions, please don't hesitate to call.

Teacher: Absolutely. Same to you. I will talk to Dan as well about his math vocabulary and we will see if that helps with his homework issue.

Classroom teacher has a consultation with the special education resource teacher (SERT) as part of the preparation for writing the IEP.

Classroom teacher: Could I have a few minutes to talk with you about Dan? I am writing his IEP for this year and just have a few questions.

SERT: Yes, of course. In fact, Dan's psychological assessment was completed late last school year and we are preparing for an Identification, Placement and Review Committee (IPRC) meeting, so this conversation is timely. We could start the Student Profile together. Dan is a great young man. Do you know he plays soccer? He just loves it.

Classroom teacher: He did tell me about his team. He does really enjoy the game. I spoke to his mom yesterday, and she was concerned about how frustrated Dan becomes when doing homework.

SERT: Yes, his teacher last year found the same thing—especially toward the end of the school year. The tasks and the vocabulary were becoming more complex, and Dan was having trouble remembering or determining what he needed to do to start the task.

He does have some processing difficulties that became evident in the psychological assessment. Why don't we take a look at that assessment together? We can see which processing areas are affected and go from there.

Classroom teacher: Great idea. Having you explain some information in the psychological assessment would be helpful. I will also bring some student work samples and some observation data with me. Maybe that current information will further demonstrate the information from the OSR.

SERT: Tomorrow okay for you?

Classroom teacher has a short conversation with Dan's grade 4 teacher.

Teacher: Can I have a quick word with you about Dan? You taught him last year, and I just have a few questions about how you helped prepare him for homework tasks. His mom said it worked well last year.

Dan's grade 4 teacher: Sure, walk with me. I have yard duty, but we can talk and walk! Yes, Dan is a great student in the class. He had fun creating and performing short plays with the other students and he started to get really serious about playing soccer. He kept close tabs on the stats of his favourite teams. How is he doing this year?

Teacher: Good! He does get along well with his classmates and he still loves soccer! I didn't know about the interest in drama and performing. Thanks for that information. It may come in handy. I have noticed some frustration when we are doing multi-step-type tasks, especially in mathematics. His mom mentioned that you helped him with vocabulary before he went home to practise some problems.

Dan's grade 4 teacher: I remember that. I found that approach so useful that I have started it with a small group this year. The students seem to be able to handle the computation skills just fine, but the language is an area they find difficult. In fact, this year we are creating a word wall for those more abstract problem-solving words.

Last year after I talked to the math coach, we decided to try helping Dan break down the multi-step tasks by using key words as "signposts" to tell him how to start and then continue with the problem. We actually used a highlighter marker, and each colour indicated a place to "start," and then the next steps.

Teacher: That is really helpful. Can I visit your class this week to see what you are doing? I am going to try the highlighting strategy with Dan in class today to see if it helps. I really appreciate your time.

Dan's grade 4 teacher: No problem. Duty calls... Drop by any time and I can show you the beginning of our word wall and how we have been using the highlighters so far this year.

Classroom teacher has a conversation with Dan during mathematics class. Dan is trying to answer the following question:

Miquel wants to buy a soccer wristband that costs \$5, a chess game that costs \$17 and a soccer ball that costs \$24. He has saved \$6 from his allowance, and his uncle gave him \$10. How much more money does Miquel need to buy the wristband, the game and the ball?

Teacher: How are you doing with this problem, Dan? *(teacher notes that Dan is starting to fidget in his seat)*

Dan: I am not sure where to begin. I think I have to know how much money the boy has first.

Teacher: Okay, what tells you this information?

Dan: He has saved \$6 from his allowance, and his uncle gave him \$10.

Teacher: Right. Now last year you used coloured highlighters to indicate which step came first. Want to try that for this question?

Dan: That worked well last year. I worked out the order using different coloured highlighters for each step. Then when I went back to work out the math stuff, I didn't forget the order in which I needed to do the steps to solve the problem. Yes, I want to do that again. *(teacher notes that Dan is less restless and is using the markers to indicate the order, engaging with the problem)*

The teacher makes notes about the highlighter strategy in his daybook in order to remember to include this information in Dan's IEP and in the notes for the future IPRC presentation. The teacher also records that Dan solved the math problem without difficulty after he had indicated the order of steps using coloured markers. Dan used the strategy for the next problems as well. The teacher wonders which other students may benefit from this strategy.

Teacher: Let's continue then...

"Education is moving away from a model based on the transmission of information in one direction—from teacher to student—and towards a reciprocal model that ensures students are listened to, valued, respected for who they are, and recognized as partners in their education. Greater student involvement in their own learning and learning choices leads to greater student engagement and improved achievement."

—*Learning for All*, page 33

Appendix 2 |

Conversation in Preparation for the Transition to Secondary School

CHALLENGE

Read the following conversation. Using a chart like the one found in Appendix 26 or two different coloured pens directly on the page, identify the student's strengths and needs. Write down on a sticky note any information that you think is important but does not seem to belong on the chart.

With a partner or the whole group, discuss the following questions:

- Do you notice any trends in the information shared about Dan?
- What information about Dan did you anticipate hearing that was not shared?
- What information about Dan did you not anticipate hearing that was shared?
- Who else might you have asked for information about Dan?

"All students in Ontario schools make various kinds of transitions. When transitions are planned and managed appropriately, they can be learning opportunities for students, helping them develop resiliency and the capacity for self-advocacy."

—*Learning for All*, page 33

Dan, his grade 8 classroom teacher and his special education resource teacher (SERT) are preparing for the Planning for Transition Meeting that will be held later in the school year. The three met earlier in the year to discuss Dan's current Individual Education Plan and his use of assistive technology for various tasks. The SERT called Dan's parents, Mr. and Mrs. Rodeo, to invite them to this planning meeting but they requested that the school team go ahead with Dan and that he could keep them informed. (See Parent Consultation on IEP)

Teacher: Dan, when we were working on your Individual Pathway Plan in the computer lab last week, I noticed that you were looking at careers related to soccer. No surprise there!

Dan: Yes, I love soccer—actually anything in sports—and I am not bad at it either; so, I thought that would be a good place to start. The career survey I did also suggested that might be a good area for me to explore.

SERT: I agree, Dan. Since I have known you, that interest and ability have been constant. You must be excited about going to high school next year, maybe playing on the school team?

Dan: For sure, Mr. Orange. I am a bit worried about playing for the rep team and the school team—you know how sometimes time management can be a problem for me—but I am going to try out anyway and see what happens. I already know lots of guys on the team, so maybe that will help.

Teacher: You will have to think about time management next year for sure, Dan. There are lots of exciting new opportunities for you at high school, and you have done really well so far in grade 8, so let's see what we can set up to help you stay organized next year.

SERT: Dan, you have indicated that you are really excited about going to high school and especially trying out for the soccer team and possibly other teams. You have some worries about time management related to joining new teams in addition to your already busy schedule. Is there anything else that you are thinking about for high school? Any questions or worries?

Dan: Well, I wouldn't say I am worried about anything really but I do have a few questions.

SERT: Okay, go ahead. We will see what we can answer and plan for. Anything we don't know, we can contact someone at the secondary school to see what happens.

Dan: Well, I am wondering about the technology I use here. I know where it is and how to set everything up here in our classrooms. My friend who is already in grade 9 told me that every hour or so we will be getting up and moving to new classrooms for each subject. It is sometimes difficult in the afternoon here for rotary. How will I set everything up for each class all day long?

SERT: Great question, Dan. I know from previous students who used similar technology to you that the high school has this worked out well. Could we “table” that question to a meeting that we have with Ms. Red, the school board IT coach? She has worked with students transitioning for several years now, and I think you and she could work out a good system with the high school special education department.

Teacher: Good idea. Dan, I also know several students using similar technology to you who have come back and told me that they had no problem setting up for each class. It will be a new routine, but I know you will adapt to that quickly. You have told me many times that using technology has been a lifesaver for you, so I know you will use it regularly at high school and within a short time your new routine will be established.

Dan: Ms. Red and I have had a few conversations about that over the years. We get along well, so I think we will be able to set up a good system. She also told me they hold a conference about using technology for students every year. Students from all the high schools go to one place and attend sessions about new technology and how it helps them. I am looking forward to that too. I guess I was getting overwhelmed thinking about the big new school. I agree—if other people have been successful, I can be successful at it too!

SERT: I will email Ms. Red after this meeting and let her know that during her next visit with you, it will be helpful to go over some of the routines that other students are using with their technology. You and she can begin to put a routine together for you. Also, your SERT at secondary school will help with the day-to-day details of that routine. Is there anything else that you are wondering about high school right now?

Dan: Well, Mr. Orange, here at this school I know that if I need a quiet area to write a test or if I need some help once in a while with organizing a project or a classroom task, I can ask my teacher if I can go to the Resource Room. Can I do anything like that at high school?

Teacher: Dan, there is a course called Learning Strategies (GLE) that may help you learn more about how you learn and make you aware of all the supports at secondary school that are similar to what you have accessed here. Here is more information on this course for you to take home and consider with your parents. Please call me or Mr. Orange, if you have questions. This course is great because it will explain all those supports that you have just asked about, but it also lets you get to know your Resource Teacher better. They can help you troubleshoot when you have computer questions and questions about a variety of supports you can access.

Dan: Okay, that sounds great. I think Jared from last year's grade 8 takes GLE, and he said it is really helpful. I will talk to my parents about that tonight.

Teacher: Great, Dan. Yes, Jared has really found GLE useful. We should ask him to come in before the end of the year to talk to a group of you about the things he found useful this year. I will see what I can do about that.

Dan: I was also wondering about if I should take my English, Math, Science and Geography at the Applied or the Academic level. We have been talking about that as part of developing my IPP, but I am a bit confused. I think I am better learning things with help from the teacher during the lesson. I find when I have to practise on my own at home using the samples the teacher gives us, I get confused. I forget a lot of stuff from the daytime and then I get frustrated. Does Applied English, Math, Science and Geography have more like—teach, do something, teach, do something... you know, like that?

Teacher: Yes exactly, Dan. Teachers call that breaking the lesson down into smaller “chunks of learning,” and the Applied-level classrooms would be more like that than the Academic classrooms. But we should also consider the career pathways you have been looking at in developing your IPP. Do the careers suggest that you will be going to college, apprenticeship or university—or to something else altogether?

Dan: Well, just about every pathway has me going to college at least, first. I think I would be comfortable at college too, from what we have been reading about it. Sitting in a university lecture hall for hours really doesn't sound like me—at least not in the near future... Maybe when I am really old, like 28 or something? I don't know. Some of the career pathways suggest an apprenticeship. I really like that idea—working and going to school at the same time—but I really don't know specifically what I want to do.

Teacher: Dan, you have done a lot of thinking about this already. That is wonderful. I like how you have talked to people who are already in high school too. You are well on your way. You have the information we reviewed in class about the different levels of study for next year. Here is some additional information about that for you to talk to your mom and dad about. They are case studies, or profiles of students, in either Applied Math or Academic Math. See if you see yourself more closely in either one.

We don't have to decide right now. We have a few weeks still before Option Sheets come out. In January I will be recommending what I think you should choose, but the final decision is yours and your parents' to make. I am so pleased you have been thinking about it already.

Dan: Thanks. I have been thinking about it. My sister is already in high school so she helps me too, although she is very different to me when it comes to school. We have some common interests but we are also very different.

SERT: Dan, Mrs. Blue has to get back to class now. Perhaps we could get together another time to go over the IEP areas that you will emphasize for high school and to prepare you to talk about them during the Planning for Transition Meeting? We have a few other things to set up and follow through with after this meeting as well.

Dan: Sounds good. I will look at all this with my parents, and either they will call you or I will just bring the signed paper back to class. Thanks for your help today.

“The information gathered for an individual student profile is an important resource for members of in-school teams and any other educators or professionals considering the needs of students who require additional support, particularly students for whom an Individual Education Plan (IEP)—or even a transition plan alone—is being considered.”

—*Learning for All*, page 43

Appendix 22

Conversation between a Special Education Teacher and a Parent, Grade 9

CHALLENGE

Read the following conversation. Using a chart like the one found in Appendix 26 or two different coloured pens directly on the page, identify the student's strengths and needs. Write down on a sticky note any information that you think is important but does not seem to belong on the chart.

With a partner or the whole group, discuss the following questions:

- Do you notice any trends in the information shared about Dan?
- What information about Dan did you anticipate hearing that was not shared?
- What information about Dan did you not anticipate hearing that was shared?
- Who else might you have asked for information about Dan?

“Learning for All, K–12 can serve as a key resource for educators as they work to ‘identify areas of strength, areas requiring improvement and next steps’ and collaboratively pursue ‘inquiry focused on student learning, achievement and well-being that informs goals and effective teaching and learning practices / strategies’—two of the key purposes of the SEF [School Effectiveness Framework].”

—Learning for All, page 8

The Special Education Department in support of student well-being and achievement initiates a call with the parents of all their grade 9 students by the end of September. The special education resource teacher (SERT) / learning strategies teacher is phoning Mrs. Rodeo (Dan’s mother) to introduce herself and initiate school / home communication.

SERT: Hello, Mrs. Rodeo, I am Dan’s special education resource teacher and his learning strategies teacher this semester. I am calling you to introduce myself, as I will be the one reviewing and revising Dan’s Individual Education Plan, monitoring his progress and facilitating communication with all his teachers. In addition, since he is taking GLE, I am fortunate to have him in my class. I will be spending 75 minutes every day with your son for the next five months, so I would like to ensure Dan not

only achieves success in my class but enjoys coming to class every day.

Dan's mom: That is wonderful. I do appreciate your call because I did not expect to meet you until the open house.

SERT: I am in the process of reviewing and revising Dan's IEP for this school year. As part of this process I like to speak to a student's parents to discuss anything you would like to bring to my attention or are concerned about.

Dan's mom: I think Dan has had a good transition to high school, because he comes home happy and shares some of his experiences with us. Since Dan does not have phys ed this semester, I am wondering how he will find out about the various teams and when tryouts will be. Dan plays rep hockey and rep soccer. He loves soccer and is an exceptional player.

SERT: All the information about the various extracurricular activities is broadcast during the morning announcements and then posted throughout the school.

Dan's mom: Yes, Dan has mentioned that the morning announcements are quite long! There seems to be all kinds of information about so many things being shared. I am concerned that Dan might be missing out on some important information because he tends to tune out and he doesn't always remember everything he hears. Unless a flyer or a poster catches his eye, he's unlikely to pay attention to it.

SERT: Yes, I can appreciate that. The morning announcements are posted on the school's website, so tomorrow in my GLE class I will navigate that website with all the students. Dan will then know how to find the website and how to search the morning announcements that are of interest to him.

Dan's mom: That is great. Dan uses his computer and iPad at home every day, so that strategy will be very convenient for him.

SERT: I am aware that he is an exceptional soccer player, so I will introduce Dan to the soccer coach although the soccer season is not until the spring. I will encourage Dan to get involved in other areas of interest during the winter months.

Dan's mom: If there is a chess club, he would be very interested in that. He was in the chess club at his elementary school and he plays with his dad all the time.

SERT: Yes, there is a chess club. I will make sure I highlight it for Dan tomorrow. He will need to sign up during his lunch hour or after school, as I believe the chess club will be starting soon.

Dan's mom: Fantastic! Dan is very social and makes friends easily so joining the chess club will allow him to meet new friends.

SERT: Absolutely. High school has lots of opportunities for students to make good friends while sharing interests.

Thanks for your time today. I look forward to meeting you in person at the open house. As well, the IEP will be sent home shortly for you to review, so please don't hesitate to call if you have any questions or concerns about it.

Appendix 23

Conversation between a Math Teacher and a Student, Grade 9

CHALLENGE

Read the following conversation. Using a chart like the one found in Appendix 26 or two different coloured pens directly on the page, identify the student's strengths and needs. Write down on a sticky note any information that you think is important but does not seem to belong on the chart.

With a partner or the whole group, discuss the following questions:

- Do you notice any trends in the information shared about Dan?
- What information about Dan did you anticipate hearing that was not shared?
- What information about Dan did you not anticipate hearing that was shared?
- Who else might you have asked for information about Dan?

"Classroom teachers are the key educators for a student's literacy and numeracy development."

—*Learning for All*, page 7

Grade 9 math teacher is meeting with student Dan Rodeo as part of his routine practice of getting to know all his students with an Individual Education Plan (IEP). Grade 9 math teacher has already met with Dan's special education resource teacher (SERT). Dan has also met with his SERT, and together they reviewed his IEP and the supports that are readily available for him through the Resource Room. In Dan's GLE class, he has spent time with his teacher deconstructing his IEP to better understand his learning needs and learning style and the importance of self-advocacy.

Teacher: Dan, I like to meet with all my students at the start of each semester to get to know them a little better. I see that you have an Individual Education Plan. That's great.

Dan: Yes, I have had an IEP since grade 4 because I have a learning disability. I like math computations. I am good at all the basic facts, but I don't understand math problems so I don't do very well on my tests.

Teacher: That is interesting—and it is very good that you know that about yourself. Can you tell me what it is about math problems that you have difficulty with?

Dan: Well, I don't always understand what I am reading, and sometimes I can't remember what I am supposed to do—especially if there are too many steps to follow.

Teacher: Are you able to give me an example of the kinds of problems you have difficulty with?

Dan: I don't understand problems that have graphs and charts and ask me to make comparisons and explain why. I am not sure where to start.

Teacher: Dan, I am glad that you are sharing this information with me. Together we can explore some strategies to help you with that. What do you do when you don't understand a problem?

Dan: To tell you the truth, my first thought is to give up—and sometimes I do that, but my grade 8 teacher and SERT taught me some ways to deal with the problem. I don't use a calculator because I am very good at adding, subtracting, multiplying and dividing, but I use formula sheets and sometimes sample problem visuals so I can follow the steps. I also ask the teacher for clarification to help me understand what I am supposed to do. Manipulatives can help me solve a problem, but only once I understand what the problem is asking. It takes me a long time to figure things out, so I need extra time to complete the work.

Teacher: You have a good understanding of your difficulties and what may help you, Dan. I can continue working with you on that. The first test you are going to write in my class will be a diagnostic test. Don't worry: you will not need to study for it and the mark will not count. The diagnostic test helps me to understand where all the students in my class are at, so that I can plan accordingly. Once I have evidence of your work, I will have a much better understanding of your strengths and needs and we will talk again. Is there anything you would like to ask me now?

Dan: Will there be a lot of homework? I don't finish my homework when I don't understand what I am supposed to do, so I don't want you to think I just didn't want to do it.

Teacher: The homework will be the assigned tasks that you don't get done in class. I will be able to monitor that during class time and make necessary adjustments if you are using class time wisely. I will also be introducing the class to the online Homework Help, and the math department offers after-school math help that you can sign up for every day.

Dan: Thank you. My parents said that if I need a math tutor, they will hire one as well.

Teacher: Sounds like we are all on the right track. I am looking forward to having you in my course, and to meeting your parents at the open house.

“Over time, during the course of instruction and ongoing assessment, new information about students’ progress and growth is gathered systematically, based on students’ responses to instructional strategies and interventions and the overall learning environment. Progress and growth, or the lack of it, are noted and strategies are reconsidered, if adjustments are needed.”

—*Learning for All*, page 38

Appendix 24

Conversation between a Geography Teacher and a Special Education Teacher, Grade 9

CHALLENGE

Read the following conversation. Using a chart like the one found in Appendix 26 or two different coloured pens directly on the page, identify the student's strengths and needs. Write down on a sticky note any information that you think is important but does not seem to belong on the chart.

With a partner or the whole group, discuss the following questions:

- Do you notice any trends in the information shared about Dan?
- What information about Dan did you anticipate hearing that was not shared?
- What information about Dan did you not anticipate hearing that was shared?
- Who else might you have asked for information about Dan?

“Classroom teachers need the support of the larger community to create a learning environment that supports all students.”

—*Learning for All*, page 7

Special education resource teacher (SERT) is meeting with Grade 9 geography teacher as part of the Special Education Department's routine communication and support / resource practices at the start of each semester. SERT has already met with the student, Dan, to review his Individual Education Plan with him and to introduce the supports that are readily available for him through the Resource Room.

SERT: Do you have a minute to talk about Dan Rodeo? He is in your grade 9 Applied Geography class this semester, and I will be the SERT managing Dan's IEP and teaching his grade 9 Learning Strategies class. Have you had a chance to review Dan's IEP yet?

Teacher: Yes, I noted that he is a student with a learning disability. Looks like he has some language and organization difficulties.

SERT: Dan was diagnosed with a learning disability in grade 4 and has had an

IEP since then. While his oral communication is age appropriate and continues to develop, he still struggles with his written work. He may complain about having to write down his ideas or take too many notes.

Teacher: Interesting, I have seen evidence of that already. When the class was asked to copy a note from the whiteboard, it took Dan a long time to get started on the task. And in fact I had to call him on some off-task behaviour at that point. So, the note taking was the real issue...

SERT: Most likely. While Dan can spell quite well, and copying notes from the board or a textbook should not be a problem because his visual processing and visual-motor integration skills fall within the Average range, he is slower than his peers to carry out these tasks. Dan requires a great deal more time when completing such tasks.

Teacher: Good to know that. I will not be having students take notes from the board very often, but when I do I can make sure to give him ample time or even provide him with some photocopied notes at the end of the period, if necessary. It sounds like he benefits from visual samples and explanations too. Geography should be a good fit for him, then. I use many manipulatives and a variety of interactive games to support my lessons.

SERT: Yes, Dan does better when he is given a visual sample to follow and when written explanations and / or instructions are verbally reinforced to be sure he understands. He may need help with organization too, because he has trouble ordering oral and written information and understanding the main points that have been expressed. He may approach tasks in a haphazard fashion, and miss the big picture as he gets stuck on the details. He may also have good ideas that he fails to express on tests and written assignments, or have difficulty retrieving information spontaneously or responding to open-ended questions.

Teacher: It sounds like I may have several other students in my class with similar difficulties. This conversation is helping me realize that I might need to adjust some of my usual teaching practices. I could use your expertise in helping me make sure I am accommodating these students properly. Can you assist me with that?

SERT: Absolutely! I can come to a couple of your geography classes and be a resource to you and the students there. Afterward, we can meet during your planning time to discuss what we've learned and plan accordingly.

On another note, are you running the chess club again this year?

Teacher: Yes, that's one of my passions.

SERT: Well, Dan Rodeo is a chess player, and I hear that he was quite a tough competitor in his elementary years.

Teacher: It sounds like I have some recruiting to do. Thank you for this information.

“To be effective, professional learning should be learning ‘in context’—that is, learning that helps educators develop the particular knowledge and skills they need to provide focused assessment and instruction for the students in their classrooms.”

—*Learning for All*, page 53

Appendix 25

Planning for the Transition from Elementary to Secondary School

CHALLENGE

Read the following conversation. Using a chart like the one found in Appendix 26 or two different coloured pens directly on the page, identify the student's strengths and needs. Write down on a sticky note any information that you think is important but does not seem to belong on the chart.

With a partner or the whole group, discuss the following questions:

- Do you notice any trends in the information shared about Dan?
- What information about Dan did you anticipate hearing that was not shared?
- What information about Dan did you not anticipate hearing that was shared?
- Who else might you have asked for information about Dan?

“This guide focuses on ways in which teachers and / or teams of educators can plan and provide the kind of assessment and instruction that enables all students to learn best. **Three elements—personalization, precision, and professional learning—are critical to the process.**”

—*Learning for All*, page 8

Grade 8 classroom teacher, special education resource teacher (SERT) and school principal (Admin) are having a professional discussion about student Dan Rodeo, leading to recommendations for Transition Planning between grade 8 and 9.

Admin: To start this discussion, tell me about where Dan is right now and where he wants to go in the future.

Teacher: A good place to start might be Dan's work on his Individual Pathway Plan. As a class we have been regularly working on this, and I have learned about Dan in many ways through this process. Dan appears to be trying to get to know himself through this process as well. I find he is very aware of his interests, his passions and his goals—both long term and short term. He is mature in this area compared to many students in grade 8. For instance, Dan spends many hours after school involved in sports. He plays both hockey and soccer at the rep level and participates on a few school teams. He said in many different ways that he really enjoys being with his

teammates, and I have observed that he is a very social person. He also describes the need for physical activities—training for various teams, practising and playing games, just moving all the time. He said that this helps reduce frustration and stress for him. In fact, he wrote in this journal entry (shows a sample of student writing) just last month that he only truly feels like himself when he is running or skating really fast. The physical movement is so much fun and relaxing. He also enjoys the fact that “the boys” are there to back him up all the time.

Specifically related to his future, Dan is planning for careers related to sports management or recreational leadership. In our IPP development sessions, he has indicated that he would like to go to community college. He has indicated that he talked to his current coach and some of the trainers who work with the team about their educational background, and he has done some research about the type of programs available at the community college in town.

SERT: That interest is certainly something that he has indicated since I have known him. He also likes the idea of doing an apprenticeship but he doesn’t know enough about these careers. He hopes to try some of the technology courses in high school and research these further as part of his IPP. He does know that he doesn’t want to sit at a desk; he wants and needs to be moving. He talked to his neighbour about the work environment for a Non-Destructive Testing trade (NDT). He likes the idea of working with a group of guys (I guess like his hockey team) and in a new site all the time. The idea of going to the same desk every day scares him!

Admin: He sounds like a nice young man. I’ve watched him on the basketball court here at school; he certainly is a team player and smart in the defensive zone. Tell us what you have observed in the classroom. How does he operate there?

Teacher: Dan usually takes his time starting a new task. He will discuss the expectations for the task with his seatmates, he will use his technology (Smart Ideas) to record some of the ideas from his peers and then he will expand on those ideas before he starts. I feel that is great—Dan doesn’t rush into doing the task but he does like to brainstorm with peers before he begins. He checks in with me or a seatmate every 15 to 20 minutes to see if he is on the right track.

Recently I made these observation notes during a mathematics class (shows the notes) and you can see it took him about five minutes to start the task. Then he asked his seatmates at the 20-minute mark if he was doing all right. Just after the 30-minute mark he asked me to check how he was doing and to review the next steps for him. He does like to finish his work before he leaves for the day, so he isn’t one to talk about a topic for too long. He wants to know what he needs to do and then complete the work before he leaves. He doesn’t rush his work though; he is thorough.

During classroom discussions he adds insightful points, especially in science. He enjoys problem-solving situations and especially those on-the-spot problem-solving situations.

Admin: He seems to be a hard worker in the classroom and is handling the grade 8 curriculum well. How about homework style?

Teacher: As I have said already, he likes to finish his work in the classroom, and in speaking to him this preference could be for a couple of reasons. Firstly, he has limited after-school time due to his participation in rep sports. He is passionate about athletics and really benefits from the social aspect as well as the physical exercise.

SERT: He has repeated this often and over time, actually. At one time his parents suggested he should scale back on the sports—I think this was in grade 5 or 6—but everyone agreed the sports are so important for Dan as a well-rounded young person.

Dan has greatly improved his organization skills to meet his parents' expectations and he uses his class time well to make sure he completes most of his work in class. This seems to reduce stress at home too. Some of the goals and strategies that have been helpful have been documented in his Individual Education Plan (IEP) Alternative Expectations. As you can see, he has done well since grade 4.

Speaking of stress and frustration, Dan does still seem to need regular “check-ins” as he completes tasks. He has really come a long way since grade 4 though, when he constantly needed teacher direction.

Teacher: This leads us to the second reason he likes to finish his work in class. He now talks to classmates and uses his own judgement and notes to work on a task. However, if he doesn't complete most of the work at school, he becomes frustrated at home doing homework. He tries to use his notes, calls a friend, talks to his older sister or parents, but Dan has even admitted he has “had it” by the end of the school day. At that time he needs some physical activity and to be with his friends. This is a trait that I admire in Dan: he knows how he learns and he is really starting to know himself as a young person.

Admin: I am glad he uses his class time well. That does show a certain amount of maturity. Maybe as he moves into senior secondary school and takes mostly courses that pertain to his post-secondary goals, he won't mind homework. What accommodations have you found work best for Dan?

SERT: Dan really takes advantage of the hardware and software that is available to him. It has made such a difference from grade 4 to the present. In the classroom Dan problem solves any barriers that come up and is proud of his knowledge about technology. He often is able to help other students (and teachers!). He uses an online calendar to keep track of school due dates as well as after-school activities. This is a real strong skill set that he has developed and seems to be a key to his success. The goal for the Alternative expectations on his IEP this year addresses this whole area, and Dan is meeting with success.

Teacher: In writing and reading tasks, he can take a bit longer than other students to get started but once he gets going he is quite focused. Extra time is often a helpful accommodation for Dan. Also when tasks are “chunked,” Dan seems to be able to manage the workload well. As we have discussed, he “checks in” regularly and seems to like learning in smaller chunks of information at a time.

SERT: Using technology certainly takes care of his difficulties with copying information from the board and his slowness with handwriting. That frustration is no longer evident in the classroom, and the “getting things done” suits his personality as well.

Admin: So the use of technology is important, as is extra time and breaking tasks down into manageable packages of learning. How is he doing academically at this point?

SERT: Dan has also come a long way since grade 4 in terms of closing the gap in both math and literacy. He is working in grade-level curriculum now and typically achieves a strong Level 2 or 3 in most tasks. His grade 6 EQAO scores support this achievement as well. He scored Levels 2 and 3 in all areas.

Admin: His academics are at grade level. I see his psychoeducational assessment way back in grade 4 suggests that he has a solid average cognitive ability with strengths in thinking and reasoning and visual memory. Some needs are suggested in phonological processing for reading and visual motor skills for copying and finally executive functioning skills. I think you have covered and updated these recommendations through your observations and work with Dan to date. This executive functioning area of need looks like it could be a factor for transition planning. So what will the school's recommendation be in terms of Academic or Applied for next year?

Teacher: Dan is one of the students that could go either way for sure. We have to really think about our recommendations for his grade 9 courses based both on his cognitive potential and his interests and demonstrated learning preferences at this point. Ultimately, the choices will be left with Mr. and Mrs. Rodeo and Dan.

Admin: Let's look at the Ministry definition of “Academic” level. Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications. In a classroom this may look like discussions based on readings or problems and case studies.

Teacher: Dan does enjoy discussions to some extent and he does like problem solving. But Dan likes the “putting into action” part of the problem solving, not so much the “endless possibilities” part. He would like to look at a theory and put it into action right away—“test it out”—and then maybe try out another theory. He likes the application part of the discussion. He will get restless and even frustrated if there is too much “talk.” Some of his peers prefer to look at all the sides or perspectives, and then they go home and apply this information to the case study.

Admin: Let's look at the definition of “Applied” level then. Applied courses focus on the essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications.

Basically the same material is covered, then, but the approach to learning is different. Applied, as the name suggests, is the application of the theory.

SERT: This definition sounds like the observations about Dan's preferred learning style: a bit of theory, apply it to a situation or task and then move on from there. It is like "chunking information into manageable packages of learning."

Admin: Do you think Dan should consider one pathway for all his core subjects?

Teacher: Setting Dan up for success should be our main focus.

SERT: We know that Dan has had difficulties with handling several things while in transition. We saw that when he moved from grade 6 to grade 7. Rotary demands in the afternoon caused some anxiety for Dan. He worried about his technology setup in a variety of settings, getting used to several teachers over the day, moving his notes and technology to different locations—all of these caused a bit of a ruffle for Dan. He eventually implemented some strategies to be able to problem solve these situations but he really needed the support from home, Board IT, his teachers and SERT guidance. I am sure we can problem solve the technology issues before high school starts, but what recommendations would be best for level of study based on Dan's previous transition needs?

Teacher: His frustration with too much homework? His need for physical activity and socializing with peers? His strength as a practical problem solver; member of a team? His career pathway based on his own research, interests and passions? His marks in grade 8?

Admin: We already know he has average cognitive potential, no arguments there, but what profile do we see beyond the OSR?

"The term 'learning gap' is often used to refer to the gap between a student's actual achievement and his or her potential for achievement."

—*Learning for All*, page 11

Appendix 26

Identifying Strengths and Needs

CHALLENGE

Read through the conversations in Appendices 21 to 25. Categorize the information from the conversations into strengths and needs using this chart.

DISCUSSION

Discuss the following question with a partner or with the whole group:

- Do you notice any trends in the information shared about Dan?
- What information about Dan did you anticipate hearing that was not shared?
- What information about Dan did you not anticipate hearing that was shared?
- Who else might you have asked for information about Dan?

“The individual student profile provides detailed information about the student to guide the selection of assessment tools, instructional strategies, and, where appropriate, individualized supports that are best suited to that student’s learning style, preferences, strengths, needs, interests, and readiness.”

—*Learning for All*, page 42

Point of view	Dan's strengths	Dan's needs
Dan		
Dan's mom		
Dan's grade 8 teacher		
Dan's special education resource teacher		
Dan's math teacher		
Dan's geography teacher		
Dan's principal		

Appendix 27

Reflecting On How My Thinking Has Changed

CHALLENGE

Reflect on how your thinking may have changed over the course of the sessions you have participated in. You may wish to reflect individually using a chart such as the one before, sharing your thoughts and ideas.

I used to think...	Now I think...
Next Steps:	

DISCUSSION

Once you have had time for individual reflection, rate the extent to which your thinking has changed (deepened, shifted or sharpened) on a scale of 1 to 5, where 1 is very limited change and 5 is substantial change. Turn to a partner and share your rating along with a brief explanation.