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
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	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	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 *Conversations and Consultations at the Elementary School Level* Appendix 21 *Conversation in Preparation for the Transition to Secondary School* Appendix 22 *Conversation between a Special Education Teacher and a Parent, Grade 9* Appendix 23 *Conversation between a Math Teacher and a Student, Grade 9* Appendix 24 *Conversation between a Geography Teacher and a Special Education Teacher, Grade 9* Appendix 25 *Planning for the Transition from Elementary to Secondary School* Appendix 26 *Identifying Strengths and Needs*

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.