PART 1: THE MANITOBA EDUCATIONAL CONTEXT

PART 1: THE MANITOBA EDUCATIONAL CONTEXT

Manitoba Education and Advanced Learning is committed to fostering inclusion for all people. Manitoba's philosophy of inclusion reflects a commitment to providing all students with appropriate educational programming that supports their participation in both the academic and social life of schools (see page 1 of Manitoba Education, Citizenship and Youth, *Appropriate Educational Programming in Manitoba: Standards for Student Services*).

In a safe and inclusive learning environment, the concept of diversity encompasses acceptance of and respect for each other. All students are valued members of the learning community. This means understanding that each individual is unique, and recognizing individual differences. The dimensions of diversity in classrooms include, but are not limited to, physical and intellectual abilities, culture, religion, socio-economic status, sexual orientation, race, and language.

Manitoba supports providing all students with appropriate educational programming through a universal design lens:

> When applied to the field of education, the concept of universal design means that school communities, including teachers, develop plans for the full diversity of their student population. In education, universally designed schools, classrooms, curricula, and materials provide all students with access to the resources they require, regardless of their diverse learning needs. (*Appropriate Educational Programming in Manitoba: Standards for Student Services* 4)

In Manitoba, school divisions have adopted a strong consultative and collaborative team approach when working to provide appropriate educational programming:

> Appropriate educational programming . . . [is defined] as a collaborative school-family-community process where school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social, and emotional needs of all students. (*Appropriate Educational Programming in Manitoba: Standards for Student Services* 1)

Many roles and responsibilities of resource teachers overlap with those of other team members within a collaborative school-family-community process. Some aspects of the resource teachers' roles vary from one school division and/or school to another. This document identifies the universal roles and responsibilities common to resource teachers and acknowledges that local school divisions determine how resource teachers will function within their schools.

Some decisions made under the authority of local school divisions are outside the scope of this document. These include decisions regarding

■ hiring practices

■ orientation and training opportunities

■ financial allocations to support professional learning for resource teachers

■ time allocation of resource teachers

■ supervision and evaluation of resource teachers

School divisions will determine the type of service delivery model within which resource teachers will work. Resource teachers should always be knowledgeable about the policies, guidelines, procedures, and practices of the school division in which they are employed.

Manitoba school divisions have a long history of being proactive in delivering services to students with diverse needs. The model of service delivery should reflect the school division's demographic, geographic, and resource base.

Suggested Resource

Manitoba Education, Citizenship and Youth. *Appropriate Educational Programming in Manitoba: Standards for Student Services.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.
Available online at <www.edu.gov.mb.ca/k12/specedu/aep/>.

Service Delivery Models

This document introduces the following four service delivery models, which support Manitoba's philosophy of inclusion through the universal design lens, and which school divisions in the province are currently using or exploring:

■ consultative-collaborative model

■ co-teaching model

■ response to intervention model

■ universal design model

School divisions determine which service delivery model or combination of models they will use. A discussion of the four models follows.

Consultative-Collaborative Model

The development of the consultative-collaborative model coincided with the move to include students with exceptional needs in their home schools and with the resulting need for school-based, school division, and other support personnel to build knowledge about students with exceptional needs. With the consultative-collaborative model, group members attempt to solve problems by using their knowledge base, practising effective communication and problem-solving skills, and sharing relevant intrapersonal attitudes. Models of team-based support can be powerful in helping classroom teachers support students prior to specialized assessment or diagnostic procedures.
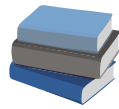
Suggested Resources

Dettmer, Peggy, Ann Knackendoffel, and Linda P. Thurston. *Collaboration, Consultation, and Teamwork for Students with Special Needs.* 7th ed. Boston, MA: Pearson Education, Inc., 2013.

Iowa Department of Education. *Iowa's Co-Teaching and Collaborative Consultation Models.* Fall 2009. <https://www.educateiowa.gov/documents/pk-12/2013/04/iowas-co-teaching-and-collaborative-consultation-models>.

Co-teaching Model

Co-teaching is an inclusive service delivery model that involves two or more educators or other professional staff working with a single group of students with diverse needs in a single classroom or workspace to teach specific content across the curriculum. Co-teaching involves all three of the following: co-planning, co-instructing, and co-assessing. Research has identified many benefits of co-teaching for both students and teachers (Anderson; Friend; Murawski and Dieker). For co-teaching to be successful, it is essential that school principals are supportive of this service delivery model so that shared planning and teaching time can be organized for the co-teaching partners. It is important that teachers and principals plan for the co-teaching role of the resource teacher and ensure that classroom time is scheduled and part of the resource teacher's duties.

Suggested Resources

Anderson, Karen R. *Co-Teaching: A Literature Review.* Prepared for the Saskatchewan Ministry of Education. 18 Mar. 2008. Available on the Regina Public Schools, *Instruction and School Services*, website at <http://iss.rbe.sk.ca/sites/iss/files/Co-Teaching%20Literature%20Review%202008.pdf>.
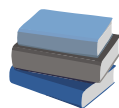
Friend, Marilyn. *Co-Teach! A Handbook for Creating and Sustaining Effective Partnerships in Inclusive Schools.* Greensboro, NC: Marilyn Friend, Inc., 2008.

Murawski, Wendy, and Lisa Dieker. *Leading the Co-Teaching Dance: Leadership Strategies to Enhance Team Outcomes.* Arlington, VA: Council for Exceptional Children, 2013.

Response to Intervention (RTI) Model

The RTI model uses a three-tier service delivery model that represents a continuum of increasingly intense interventions that correspond to the responsiveness of students in both academics and social and emotional learning. Instructional decisions are made based on student performance data collected over time for all students who struggle. Students are assessed on their skills and levels of performance, allowing teachers to match instruction directly to student needs.

Suggested Resources

National Association of State Directors of Special Education (NASDSE), Inc. *Response to Intervention: Policy Considerations and Implementation.* 2005. <www.nasdse.org/Projects/ResponsetoInterventionRtIProject/tabid/411/Default.aspx>.

———. *RTI-Response to Instruction.* 2005. It's Academic Tutoring Center. <http://itsacademictutoring.com/index.php/more-info/sdsu/22-sped-651/794-rti-response-to-instruction>.
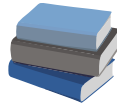
Shores, Cara, and Kim Chester. *Using RTI for School Improvement: Raising Every Student's Achievement Scores.* Thousand Oaks, CA: Corwin Press, a Sage Company, and Council of Exceptional Children, 2009.

Universal Design (UD) Model

In education, universally designed schools, classrooms, curricula, and materials provide all students with access to the resources they require, regardless of their diverse learning needs. Universal design encompasses the following seven principles: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approach and use (The Center for Universal Design).

Suggested Resource

The Center for Universal Design. *The Principles of Universal Design, Version 2.0.* Raleigh, NC: The Center for Universal Design, North Carolina State University, 1997. Available online at <www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm>.

The Center for Applied Special Technology (CAST) defines universal design for learning (UDL) as "a set of principles for curriculum development that give all individuals equal opportunities to learn." UDL principles guide teachers in developing flexible, inclusive instructional goals, methods, materials, and assessments that meet the diverse needs of all students. The three principles of UDL are: multiple means of representation, multiple means of action and expression, and multiple means of engagement.

Jennifer Katz has developed The Three-Block Model of Universal Design for Learning as an effective approach to classroom management, planning, instruction, and assessment that creates a compassionate learning community from Kindergarten to Grade 12.

For supporting information, see Appendix 5: The Three-Block Model of Universal Design for Learning.

Suggested Resources

Center for Applied Special Technology (CAST). "What Is Universal Design for Learning?" *About UDL.* <www.cast.org/udl/index.html>.
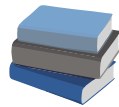
Katz, Jennifer. *Teaching to Diversity: The Three-Block Model of Universal Design for Learning.* Winnipeg, MB: Portage & Main Press, 2012.

Deciding on a Service Delivery Model

The four models of service delivery introduced in this document are not the only models that schools/school divisions may employ. As schools/school divisions examine the service delivery model or combination of models they currently employ, they need to ensure that the responsibilities of resource teachers correspond to the model(s) used.

At one time, there was an expectation that each class/teacher would receive equal time from the resource teacher. Today, however, schools recognize that the supports and services required may vary based on the diverse needs of students in any given class. In some schools, the supports and services are decided on by reviewing class profiles. These class profiles identify school/class demographics and other factors that assist the in-school team in determining where the supports and services would be best used.
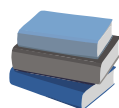
Suggested Resource

Brownlie, Faye, and Judith King. *Learning in Safe Schools: Creating Classrooms Where All Students Belong.* Markham, ON: Pembroke Publishers Limited, 2000.

Summary

Decisions about which service delivery model or combination of models will be used are typically made at the school division level. The school division or school may already have a service delivery model in place or may be considering changing or expanding the existing model. As the service delivery model is the basis for resource support in a school, it is important that all staff understand the model being used.

Reflection Question

Where might I find information to understand the provincial, divisional, and school contexts related to my role as a resource teacher?

MANITOBA EDUCATION AND ADVANCED LEARNING

Check provincial legislation and regulations, as well as departmental standards, policies, and protocols, including the following:

The Public Schools Act

Appropriate Educational Programming Regulation 155/2005

Appropriate Educational Programming in Manitoba: Standards for Student Services

↕

SCHOOL DIVISION

Check the school division website and manuals for policies, procedures, and practices related to the role of resource teachers.

↕

SCHOOL

Check at the school level to determine which service delivery model or combination of models is being used.

Suggested Resources

Manitoba. *Appropriate Educational Programming Regulation, 155/2005.* Winnipeg, MB: Queen's Printer, 2005. Available online at <http://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=155/2005>.

———. *The Education Administration Act.* C.C.S.M. c. E10. Winnipeg, MB: Queen's Printer—Statutory Publications, 1987. Available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/e010e.php>.

———. *The Public Schools Act.* C.C.S.M. c. P250. Winnipeg, MB: Queen's Printer—Statutory Publications, 1987. Available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/p250e.php>.

Manitoba Education and Advanced Learning. *Policy and Planning.* <www.edu.gov.mb.ca/k12/policy/index.html>.

———. *Student Services/Special Education.* <www.edu.gov.mb.ca/k12/specedu/index.html>.

Manitoba Education, Citizenship and Youth. *Appropriate Educational Programming in Manitoba: Standards for Student Services.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at <www.edu.gov.mb.ca/k12/specedu/aep/>.