

Conversation Guide - Universal Access: Teaching Special Populations (E-3.6b)

DIRECTIONS: As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. **Collecting** requires gathering information. **Contextualizing** requires application of the gathered information to your classroom practice. **Extending** invites deeper thinking with application to future practice.

Participating Teacher:		Grade Level/Subject:
Profile Components - Universal Access: Teaching Special Populations		
Collecting	Contextualizing	Extending
Identification of Class Profile Students: <ul style="list-style-type: none"> • Health Problems • Individual Education Plans (IEP) • SST Interventions • 504 Plans • Identified as Gifted & Talented (GATE) 	<ul style="list-style-type: none"> • What information are you required to monitor on an ongoing basis for your special needs students' IEP and SST interventions? • How do you support your special needs students including your GATE students in relation to: <ul style="list-style-type: none"> • Goals/benchmarks • Modifications, accommodations, variations • IDEA legal requirements 	<ul style="list-style-type: none"> • How will I ensure that all my students, including those with special needs and those who are gifted and talented, are integrated into the social fabric of the classroom? • How do I assess the strengths of students with disabilities and of students who are gifted and talented and use this information to plan instruction that supports all students in meeting identified goals?
Student Study Team (SST) Procedure	<ul style="list-style-type: none"> • How might you use the pre-referral intervention process to address the academic, behavioral, and emotional needs of your students? • How will you access the SST process? 	<ul style="list-style-type: none"> • What is the relationship between my school's SST and RtI² process? • In what ways have you been able to provide accommodations and modifications that increase access to the core curriculum?
Site Resources Available for Special Populations.	<ul style="list-style-type: none"> • What is my legal and ethical responsibility related to a student's individual education plan (IEP) process? • What personnel, equipment, and assistive technologies are available at your site to support the learning of your students with special needs? 	<ul style="list-style-type: none"> • How do you select appropriate resources to meet the changing needs of your students? • How do you work with special education personnel to best provide services for students?
Technology Resources for Instructional Program	<ul style="list-style-type: none"> • How do you use electronic learning resources to support instruction and to connect to the standards? • In what ways do you use multiple types of technology to facilitate student learning? 	<ul style="list-style-type: none"> • How do you know that students are developing information literacy and problem-solving skills?