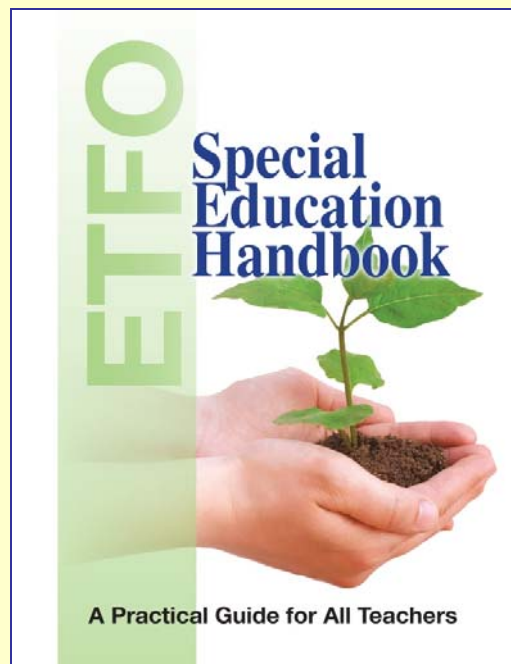


Facilitator Guide ETFFO Book Clubs



*ETFO Special Education Handbook:
A Practical Guide for All Teachers*

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Introduction to ETFO Book Clubs

The Elementary Teacher's Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students. A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.



Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings

Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation.

The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral

allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that



interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.

It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.



Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

Powerful
Conversations:

- Focused
- Productive
- Interactive

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.

Feeling a sense of belonging – Group members need a collaborative environment



where they feel safe and supported in their presence and their contribution to the group's work.

Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

Knowing Your Participants

When developing a group's capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no "right" way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

"We should all try to listen with the same intensity we have when we are talking."

Richard Saul Wurman

Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask



open ended questions and learn to be silent.

Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.

Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to _____?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

Further Reading

Robert Garmston. 'Teacher Talk That Makes a Difference' Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. 'The Adaptive School: A Sourcebook for Developing Collaborative Groups', Christopher-Gordon Publishers, 1999.

Richardson, J. 'Norms Put the 'Golden Rule' into Practice for Groups', Tools for Schools, NSDC, August-September 1999.

Easton, L.B. 'Powerful Designs for Professional Learning' NSDC, 2004.

Richard G. Weaver & John D. Farrell. 'Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace', McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. 'Book Study Facilitator's Guide for Teaching Student-Centred Mathematics.' Pearson Education Canada, 2007.

Wisconsin Staff Development Council – www.wi-sdc.org.



Introduction to *ETFO Special Education Handbook*

The *ETFO Special Education Handbook: A Practical Guide for All Teachers* was developed as a resource for all teachers in Ontario, including classroom teachers, subject teachers, special education teachers, and occasional teachers, as they work with students with special needs.

Recognizing that school boards may have different approaches to implementing the Ontario Ministry of Education's special education policy, the handbook provides a provincial overview of special education and a wealth of information for anyone teaching in the province.

Participating in this book club will provide teachers with practical classroom strategies to support the learning of students with special needs, and will increase their understanding of the structure of special education in the province of Ontario.

The book club is structured as four short sessions. Session One serves as an introduction and an opportunity to outline the expectations for Sessions Two to Four. Along with exploring a topic in the handbook at each session, the bulk of Sessions Two to Four can be described as a case study approach. Participants will select one or more students in their classrooms with special needs, and implement strategies contained in the handbook and share the results with their colleagues at the next session.



Session One: Introduction

Readings:

Pages 4-6 and 17.

General Overview:

The purpose of this session is to introduce participants to the handbook and to the case study approach.

Key Learnings/Objectives:

During this session participants will:

- familiarize themselves with the handbook;
- understand the expectations for them during this book study; and
- become aware of ETFO's Special Education Policy.

Time: 60 Minutes

Materials:

- A copy of *ETFO Special Education Handbook: A Practical Guide for All Teachers* for each participant.
- A copy of Case Study Handout (see Line Master 1A in the Support Materials Section).

Instructional Tasks:

Getting to know each other: (10-20 minutes).

- If participants are unknown to each other, engage them in a method of introducing themselves to each other. This could be as simple as asking them to state their name, their school, their teaching assignment and/or why they chose to participate in the book study.



- To help you get to know the participants, engage them in an activity such as Four Corners. Label each corner of the room with one of the following: Multi-lane Highway, Smooth Pavement, Gravel Road, Dirt Track. Ask participants to consider the statement, “To me, special education is like _____,” and then move to the corner of the room that best finishes the statement. Once there, they should tell a partner why they chose that corner. As the facilitator, be aware of where the majority of the participants chose to stand and use this information in future planning.

Introduction to the *ETFO Special Education Handbook: A Practical Guide for All Teachers*: (10 minutes).

- Distribute copies of the handbook.
- Give participants time to scan the Introduction on pages 4 and 5 and to flip through the contents of the book.

Explain the case study approach: (20-25 minutes).

- Distribute Case Study Handout to each participant (see Line Master 1A in the Support Materials Section).
- Go over the handout and answer any questions.
- Based on your knowledge of the staff and students, you may wish to provide examples of a few students teachers may want to consider for the case study. As the facilitator, you too should choose a student to work with. You may wish to explain your rationale for picking this student as your example.
- Emphasize that active participation in the case study and the discussions will be one way to ensure that participants support each others’ learning.
- You may want to discuss the homework at this point to further participants’ understanding of the case study.



Reflection:

The reflection for this session occurred during the Introduction.

Homework/Follow-up Task: 10–15 minutes

Choose a student with special needs to focus on for the case study. To the next session, bring:

- your knowledge of the student's learning needs;
- your knowledge of the student's strengths;
- copies of reports of any existing assessments for the student;
- a copy of the current IEP (if one exists);
- work samples that demonstrate the area of need, or anything else that will help you to explain your concern to a colleague (e.g. anecdotal observations, checklists, previous report cards); and
- A quick review of page 17 of the handbook.

Respond to any final questions and remind participants of the date/location of the next meeting.



Session Two: Beginning the Case Study and Roles and Responsibilities in Special Education in Ontario

Readings:

Pages 7-8.

General Overview:

The purpose of this session is to consider the roles and responsibilities in special education in Ontario and to begin to share case studies.

Key Learnings/Objectives:

During this session participants will:

- understand the roles and responsibilities in special education in Ontario; and
- share the students who will be their case studies.

Time: 90 Minutes

Materials:

- *ETFO Special Education Handbook: A Practical Guide for All Teachers.*
- "Author Says...I Say...So What?" (see Line Master 2A in the Support Materials Section). One copy per group of five.
- Material each participant brings for case study.

Instructional Tasks:

Read from the section "Special Education in Ontario" and consider this information in relation to current situation: (10 minutes).

- Divide participants into groups of five (if possible-if not some may take on more than one role). Ask participants to choose one (or more depending of group



size) of the roles of school principal, classroom teacher, special education teacher, support staff and parent/guardian. Each participant will read the first two columns on page 7, then the role(s) they chose. For example, the individual assigned the role of the parent/guardian, would read page 7 up to where the role of the school principal begins, and then flip the page to read about the role of the parent/guardian.

Complete “Author Says...I Say...So What?” (15-20 minutes).

- Determine a recorder for each group. When everyone in the group is finished reading, each member shares the ‘big idea(s)’ contained in their section. These are recorded in the section of the recording sheet entitled “Author Says...”. Then the group member can reflect on anything they would like to have the group members consider and this gets recorded in the “I say...” column. For example, this may be a place where the group discusses any additional responsibilities that a school board might expect that is in addition to Ministry policy. Then together the group completes the “So What?” column. This is an opportunity for the group to note and discuss similarities and differences between the handbook and their current situation, and if necessary, problem solve.
- As facilitator, determine if there is any issue/concern that comes out of this small group activity that needs to be discussed as a whole group. If there is, the time for this activity may need to be adjusted. Some of the issues may be “bigger than us” in that they are determined by people *outside* of the group and therefore can’t be resolved *by* the group. Acknowledge whatever feelings arise from the discussion, but do not allow them to distract from the agenda. Knowledge of your groups’ thoughts and feelings about special education will help you to anticipate potential topics of discussion. Often, simply stating, “I appreciate that that issue is important to you and I don’t want us to forget it. We don’t have the decision making capability to change it though, so I would like us to put it aside for now and move on with our agenda.”



Share case studies: (30 minutes).

- Divide into small groups of two or three. These groups could be self-selected or could be grade-alike.
- Each participant in turn, will share the student they will take on as their case study. This begins by sharing the student's strengths and needs, the assessment reports and any other pertinent information. Participants should be succinct and take no more than five minutes for this part of the task.
- Using the *ETFO Special Education Handbook: A Practical Guide for All Teachers*, in particular the Areas of Need section beginning on page 17, find the area of need that best addresses the major concern for the student in question. Participants should refer to the "Indicators" column. Then review the Instructional Strategies and Environmental Strategies columns. (Save the Assessment Strategies Column for a later session.) The participant, through discussion with partner(s), will determine which strategy to implement. This part of the task may take 10-15 minutes.
- Next, switch roles so that each participant has a chance to share the student they have chosen for the case study and select a strategy to implement.

Reflection:

Provide participants with 5-10 minutes reflection time to consider, on their own, what they will need to do in order to implement the chosen strategy. If desired, participants may wish to follow the individual reflection with time to talk over anticipated concerns with a colleague.

Homework/Follow-up Task:

Between sessions, participants will implement the chosen instructional or environmental strategy as part of the case study, and will come to the next session prepared to report back. Participants should bring any student work samples or anecdotal observations that will help them to illustrate the results.



Session Three: Accommodations, Modifications, and Case Study Discussions

Readings:

Pages 13-14.

General Overview:

The purpose of this session is to accommodate and modifications share case studies.

Key Learnings/Objectives:

During this session participants will:

- Understand accommodations and modifications
- Share the ongoing work with case studies

Time: 90 Minutes

Materials:

- The *ETFO Special Education Handbook: A Practical Guide for All Teachers*.
- Accommodations and Modifications Sorting Activity (see Line Master 3A in the Support Materials Section), one copy per group, cut up and put in envelope as a sorting activity.
- Chart paper with key questions for case study discussion (see below) posted, also used in Session Four.
- Any materials participant brings to support case study discussion.



Instructional Tasks:

Sorting Activity for Accommodations and Modifications: (15 minutes)

- Participants read pages 13-14 (IEP and Accommodations and Modifications headings).
- Divide participants into groups of two to four.
- Give each group a copy of Accommodations and Modifications Sorting Activity (see Line Master 3A in the Support Materials Section), cut up and placed in an envelope so that each group can sort the definitions and examples for the headings of “Accommodations” and “Modifications.”
- Discuss whole group.

Case Study discussion: (30 minutes).

- In pairs or small groups, participants take turns sharing a summary of the instructional or environmental strategy they tried with the special needs student, and the impact on the student’s learning.
- Key questions to respond to would be: (post on chart paper)
 1. What was the student’s area of need?
 2. What was the instructional or environmental strategy tried?
 3. What was the impact on learning (positive or negative)?
 4. Why do you think you got this result?
 5. Decide what to do about instructional and environmental strategies e.g. continue? Try a refinement? Add another.

Incorporating an assessment strategy to the case study: (10 minutes)

- Participants review the Assessment Strategies suggested for the area of need they focused on and choose one to implement and report on next time.



Reflection:

Provide participants with 5-10 minutes reflection time to consider on their own, what they will need to do in order to implement the chosen strategy. If desired, participants may wish to follow the individual reflection with time to talk over any concerns with a colleague.

Homework/Follow-up Task:

Between sessions, participants will implement the instructional or environmental strategy as per their decision in Key Question Five, and the assessment strategy they chose. They will come to the next session prepared to report back.

Participants should bring any student work samples or anecdotal observations that will help them to illustrate the results.



Session Four: Exploring Additional Sections and Case Study Discussions

Readings:

Pages 9-10, 10-12, and 14-16.

General Overview:

In the final session, you as facilitator or, in conjunction with participants, can decide on what new learning to focus on. The final case study discussions will also take place.

Key Learnings/Objectives:

During this session participants will:

- Explore additional sections of the handbook to address identified topics of interest or need.
- Engage in a final reflection on the impact of the strategies implemented for the special needs student involved.

Time: 90 Minutes

Materials

- *ETFO Special Education Handbook: A Practical Guide for All Teachers.*
- Optional: sections of the handbook listed below posted on chart paper.
- Chart paper with Key Questions for Case Study Discussion (see below) posted.
- Any materials participant brings to support case study discussion.
- Final Reflection (see Line Master 4A in the Support Materials Section).



Instructional Tasks

Exploring additional sections of the handbook: (15 minutes)

- As facilitator, you can decide to have participants choose from the following sections, choose which ones to explore based on participant conversations in previous sessions, or assign each section to a small group to read and report on to the whole group.
- Sections to consider include:
 - Identification, Placement, and Review Committee, pages 9-10.
 - Exceptionalities, pages 10-12.
 - Ways in which special education needs can be addressed? (Placement, page 12, Provincial Schools, pages 14-15, and Treatment and Care Classes, page 15).
 - Special Education Funding? Page 16.
- Have participants read the sections and choose key information to report to the group.

Case study Discussion: (30 minutes).

- In pairs or small groups, participants take turns sharing a summary of strategies implemented to date, and the impact on the student's learning.
- Key questions to respond to would be: (post on chart paper)
 1. What was the student's area of need?
 2. What was the strategy tried?
 3. What was the impact on learning (positive or negative)?
 4. Why do you think you got this result?
 5. Decide what to do about the strategies e.g. continue? Try a refinement?
Add another?



Reflection:

Engage participants in a final reflection about the impact of their efforts on student learning during the case study. The Final Reflection (see Line Master 4A in the Support Materials Section) can be copied for each participant or posted on chart paper. The reflection can happen individually, but would be especially effective as a small group discussion.

Next Steps:

Depending on the wishes of your group, you may want to suggest additional activities. For example:

- Repeat the whole process with a different student, using the Areas of Need beginning on page 17 of the handbook.
- Continue with the same student, trying new strategies from the handbook with the support of colleagues.
- Explore additional resources to learn more about the needs of the student involved in the case study.



Support Materials Section



Session One: Introduction

Case Study Handout

Line Master 1A

What is it?

A case study is a focused way of looking at instructional strategies. In this case you will choose one (or more) students with special needs whom you are currently teaching. Each session you will be asked to bring something with you that will help you to focus on the student's needs and the instructional strategies outlined in the *ETFO Special Education Handbook: A Practical Guide for All Teachers*.

Why case study?

The *ETFO Special Education Handbook: A Practical Guide for All Teachers* is intended to be a practical guide for you to use with your students. Careful focus on one student overtime, with the support of your colleagues, will:

- Help you to consider strategies you haven't tried before;
- Perhaps refine strategies previously tried;
- Get to know how a particular need manifests itself in the classroom; and
- Carefully consider the impact of a strategy on student learning.

How do I choose the student?

There is no right or wrong choice to make here, but there are some things to consider:

- You might pick the student who is currently presenting you with the greatest challenge, knowing that you will have the support of the handbook and your colleagues to deal with these challenges; and
- You might pick a student whose need is a little less challenging and focus your time and energy on the content of the handbook and becoming familiar with the case study approach.

What will be expected of me?

At each session the facilitator will outline what you are expected to bring to the next session and/or do between sessions. You will be able to make some choices within those expectations. You will also be expected to support your colleagues by actively participating in the discussions and engaging in the problem solving. In return, you get their help!



Session Two: Beginning the Case Study and Roles and Responsibilities in Special Education in Ontario

Author Says...I Say...So What?

Line Master 2A

Author Says...	I Say...	So What?
school principal		
classroom teacher		
special education teacher		
support staff		
parent/guardian		



Session Three: Accommodations, Modifications, and Case Study Discussions

Accommodations and Modifications Sorting Activity

Line Master 3A

Accommodations	Modifications
Definition: special teaching and assessment strategies, human supports and/or individualized equipment required to enable a student to learn and to demonstrate learning; do not alter curriculum expectations.	Definition: changes made to the age appropriate grade level expectations for a subject or course in order to meet a student's learning needs; may incorporate the expectations for a different grade level and/or increasing the number and/or complexity.
Provide photocopied notes.	Use curriculum expectations from alternate grade level.
Allow student to write down main points on assessment tasks and expand on them verbally.	Choose only one overall expectation and the specific expectations that go with it when devising program.
Use a visual schedule.	Simplify expectations e.g. for Biodiversity in grade six science, classify living and non-living organisms, rather than all diverse living organisms.
Use software for organizing writing.	



Session Four: Exploring Additional Sections and Case Study Discussions

Final Reflection

Line Master 4A

Overall, what changes did you notice for the learning of the individual student?

Do you think other students benefited? How?

As a result of what you observed, what ongoing changes in your instructional practice will you make?

What strategies will you try next from *ETFO Special Education Handbook: A Practical Guide for All Teachers*?



ETFO Book Club Evaluation Form

ETFO Special Education Handbook: A Practical Guide for All Teachers

Line Master 4B

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
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Please explain your answer:

2. Outline the most useful feature(s) of the program and why?

3. What three things from the ETFO Book Club had the most impact on you?

- a. _____
- b. _____
- c. _____

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
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Please explain your answer:



5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
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Please explain your answer:

7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Please explain your answer:

8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

Overall comments:

