

# Instruction in Inclusive Classrooms

## New Teacher Self-Assessment and Goal Setting

- \_\_\_ Task analyze all assignments and assessments
- \_\_\_ Provide special education students an expanded curriculum including communication skills, oral language development, social/behavior skills, motor skills, and self-advocacy skills
- \_\_\_ Include explicit instruction that is structured, sequential, and cumulative in the development of skills
- \_\_\_ Break complex tasks into simpler parts and then put the complex task back together
- \_\_\_ Use backward chaining
- \_\_\_ Use think alouds and then guide students in using the skills or processes modeled in the think aloud

### In co-teaching situations:

- \_\_\_ Ensure that all professional interactions between the general education and special education teachers cause the two to be seen by all as equal partners rather than having the special educator appear to function as a paraprofessional
- \_\_\_ Consider the messages about teacher roles and relationships sent in parent communication
- \_\_\_ Be clear about who is taking responsibility for what parts of the planning
- \_\_\_ Decide in advance how the lesson will be structured and who will do what
- \_\_\_ Share responsibility for developing procedures, expectations, and grading/critiquing students' work
- \_\_\_ Decide who will do which tasks in an equitable way



See pages 39-44 in *Why Didn't I Learn This in College?* and pages 20-21, 286-289 in *Instruction for All Students*.