

CHARACTERISTICS OF EFFECTIVE TEACHERS

Effective Inclusive Practices in Rural Classrooms



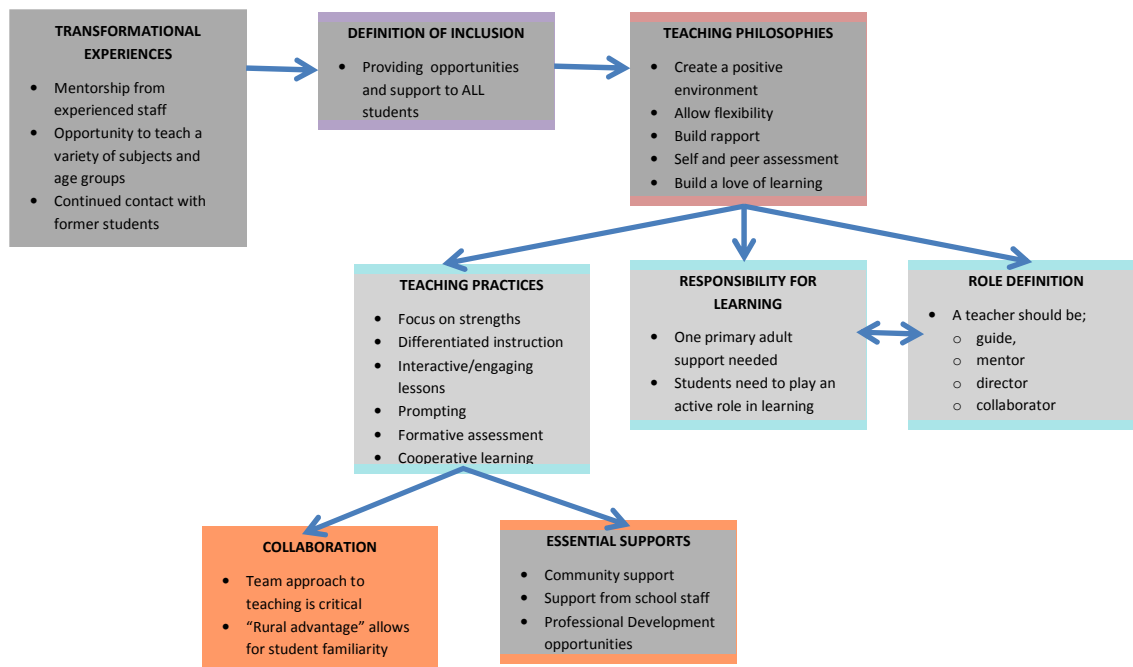
Pembina Hills Research Project



"We need to help direct you in a path where you will be successful in life and being able to sit in the regular classroom for a while, doing things with regular kids and interacting somewhat independently is pretty important. Because it's a reflection of some of the things in society" (Pembina Hills Teacher)

Summary of Findings

Teachers used a Student Rating Scale to identify students with a disability and those students whom they perceived to be "at-risk in their classroom. On this scale students were rated positively in social behavior, classroom behavior, and academic progress. However, ratings for academic ability and social acceptability were rated lower and identified as areas of concern. Three main beliefs on the Beliefs in Teaching and Learning Questionnaire (BTLQ) emerged; 1) students' ability can change over time with proper instruction, 2) academic progress should be measured in more than one way, and 3) students have responsibility for their own learning. The Classroom Observation Scale (COS) provided an in-depth investigation into teaching practices. The COS revealed teachers to have good classroom management and time management. Less positive ratings were observed on teaching behaviours in the Lesson Presentation category, particularly summarizing lesson content and forecasting upcoming material. The instructional behaviours of teachers considered to be inclusive tended to be transmitting (i.e., circulating and directing) or elaborating (i.e., frequent interactions and lots of student participation). Qualitative interviews further explored teaching beliefs and practices. These interviews reflected many of the findings on the Student Rating Scale, BTLQ, and the COS. Teachers' prior transformational experiences impacted their personal definition of inclusion and had a direct effect on the teaching philosophies they held with respect to their teaching. In turn, teaching philosophies guided teaching practices, the manner in which teachers defined their own roles, and where the teachers placed the responsibility of the students' education. Discussions of specific teaching practices lead to descriptions of collaboration and supports that are essential to ensure effective instruction and student learning.



Useful Resources

- 18 Inclusion Strategies for Student Success - <http://www.teachhub.com/18-inclusion-strategies-student-success>
- Inclusive Education Canada - <http://inclusiveeducation.ca/>
- Jordan, A., Glenn, C., McGhie-Richmond, D. (2010). The Supporting Effective Teaching (SET) Project: The relationship of inclusive teaching practices to teachers beliefs about disability and ability, and about their roles as teachers. *Teaching and Teacher Education: An International Journal of Research and Studies*, 26, 259-266.

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