

Description of an Inclusion Style*



What classroom image would you see between the teacher and learners that would indicate the structure of the Inclusion Style?

In the Inclusion Style-E you would see learners with varying degrees of skill proficiency participate in the same task by selecting a level of difficulty that is appropriate to their performance. Each learner surveys the available levels in the task, selects an entry point and practices the task. If necessary, the Learner makes an adjustment in the task level and checks performance against the criteria.

In this style the teacher selects the memory/reproduction task, including the possible levels in the tasks, the criteria sheets for each level, and the logistical decisions.

While the students are engaged in the task, the teacher circulates among the students to acknowledge the choices the students have made; to clarify and affirm the accuracy of the students' assessment process; and/or to redirect the learner's focus to specific performance details on the criteria. The teacher does not suggest level changes.

* Teaching Styles A-E engage the learners in practicing tasks that rely on reproduction cognitive operations. The content in these styles may be new to the learner, a review, a practice or a test of previously experienced content.