

The Roles of Instructional Resource and Classroom/Subject Teachers in Inclusive Schools

The table that follows outlines the roles of teachers in inclusive schools. The level of collaboration and co-teaching in inclusive schools will be impacted by a number of variables such as: students' diverse learning needs, teachers' training and background, physical space, and available resources.

Administrators will evaluate the needs within the school and determine how best to deploy personnel. Instructional resource teachers are to support students with exceptionalities. In instances where the instructional resource teacher is working in a classroom with students with exceptionalities, he or she may also support the learning of other students as opportunities arise.

Although some roles are common to classroom/subject teachers and instructional resource teachers, it is important to acknowledge that both teachers bring areas of expertise from their respective fields which complement each other and enrich the teaching/learning environment.

Instructional Resource Teacher	Classroom/Subject Teacher
Provide information to the classroom/subject teacher regarding exceptionalities and the program planning process.	Provide information to the instructional resource teacher regarding curricula.
Conference with classroom/subject teacher regarding student-specific accommodations, strategies, modifications and alternate programming outcomes.	Conference with instructional resource teacher on curriculum outcomes and instructional and assessment strategies pertinent to individual students.
Make joint decisions regarding appropriate instructional environments for outcomes of alternate programs, courses or curriculum.	
As a member of the program planning team, collaborate in the development and implementation of the Behaviour Management Plan (BMP).	
Collaborate to identify co-teaching opportunities for the provision of classroom support. Teachers may want to consider things such as: IEP outcomes and accommodations, teachers' familiarity with the curriculum, curriculum goals and modifications, and physical arrangement of the classroom.	
Provide large group, small group and individual instruction to students as required.	

Instructional Resource Teacher	Classroom/Subject Teacher
Assist with identification of outcomes requiring modification.	Take the lead in the identification of outcomes requiring modification and the delivery of modified prescribed courses.
Take the lead in the development of alternate programs, courses and curriculum and collaborate with classroom/subject teacher in the delivery of the outcomes.	Collaborate with the instructional resource teacher regarding classroom delivery of selected outcomes of alternate programs, courses and curriculum.
Direct and monitor the student assistant working in the inclusive classroom.	
Take the lead in the assessment and evaluation of the outcomes of alternate programs, courses and curriculum in collaboration with the subject/classroom teacher.	Collaborate with the instructional resource teacher in the assessment and evaluation of the outcomes of alternate programs, courses and curriculum.
May support classroom/subject teacher in the assessment and evaluation of students on prescribed curriculum. The extent to which this will occur may vary depending on the combinations of pull-out instruction, collaboration, or models of co-teaching employed. For example, if two teachers decide to parallel teach a topic in language arts, both may be responsible for assessment and evaluation of the class for that topic.	Take the lead role in assessment and evaluation of students on prescribed curriculum (including modified prescribed). This role may be shared with the instructional resource teacher if highly integrated models of co-teaching are employed for specific topics or units of work. Examples of highly integrated models might include extended use of parallel, team and station teaching.
<p>Coordinate the implementation of assessment/evaluation procedures such as:</p> <ul style="list-style-type: none"> • scheduling of tests • test accommodations • progress monitoring • running records 	
Any teacher working with a student requiring accommodation(s) is responsible for its implementation.	

Instructional Resource Teacher	Classroom/Subject Teacher
<p>As members of the program planning team, collaborate to identify outcomes for instruction required around an accommodation and the personnel responsible for delivery of the instruction.</p>	
<p>Supply original documents related to accommodations and alternate program/course/curriculum to the contact teacher.</p>	<p>Supply the original documents related to accommodations and/or modified prescribed courses to the contact teacher.</p>
<p>Take the lead in the monitoring and documenting of alternate programs, courses, and curriculum.</p>	<p>Take the lead in the monitoring and documenting of modified prescribed courses.</p>
<p>Keep copies of the records of accommodations, modified prescribed, and alternate program/course/curriculum documents for regular revision and updates. These are working documents.</p>	<p>Keep copies of the records of accommodations, and modified prescribed course documents for regular revision and updates. These are working documents.</p> <p>If there are alternate program, course, or curriculum outcomes being delivered in the classroom, the classroom teacher should also have copies of those documents.</p>
<p>Participate in joint parent-teacher meetings as agreed upon with the classroom/subject teacher. This could be through physical presence or by providing written comments.</p>	<p>Involve the instructional resource teacher in parent-teacher meetings as determined through conferencing with the instructional resource teacher.</p>
<p>Hold parent-teacher meetings with parents of students on alternate programs/courses/curriculum. (This could be covered through joint meetings as noted above.)</p>	<p>Hold parent-teacher meetings for all students in class. (This could be covered through joint meetings as noted above.)</p> <p>For students whose program primarily occurs in a pull-out instructional setting, teachers will collaborate to decide on the information to be shared and the format of parent-teacher meetings.</p>