ICT STATION MODEL
- modifications to the learning environment
- modifications to the learning process
- modifications to content
- product variety
- maximize role of all adults in the room
- use technology to increase product variety, enhance adult abilities/roles, enhance learning process, modify content
- provide special populations with multiple entry points
- maximize student engagement

Pre-requisite skills:
- consistent, common and coherent assessment practices
- consistent assessment results review practices
- ability to group students based on assessment results
- effective tech skills
- knowledge of RTI practices
- content expertise

PD SESSIONS

ROLES
- Models of ICT [Marilyn Friend]
- Classroom Flexibility [Shift between classroom roles]
- Co-planning a lesson [Strategies & Tools]
- Content support [Common Bank of Resources]
- Observation Preferences

STRATEGIES/SUCCESS FOR ALL STUDENTS
- Co-planning evidence - "look fors"
- Use of technology
- Looking at data - effective groupings
- RTI
- Documented lesson plan modifications
- Address Content, Process, Learning Environment & Product

EVIDENCE
- Assessment Practices/Ideas match student/group needs/abilities
- Work products match student/group needs/abilities
- Entry points match student/group needs/abilities
- Content introduction matches student/group needs/abilities

DRAFT

ICT STATION MODEL

When to use it?
- when introducing multiple skills
- when introducing varying tasks supportive of the same objective
- multiple instructional activities supportive of the instructional task
- jigsaw reading pieces

How do you use it?
- construct instructional activities in advance; each adult in the classroom is responsible for managing one of the activities
- construct appropriate student groups; align activities to groups
- groups can be homogeneous, heterogeneous, interest-based, engagement-based, etc.

Opportunities for Differentiation/Engagement
- Process
- Product
- Content
- Learning Environment

Benefits
- shared accountability and responsibility
- reduced workload
- greater opportunity to engage students/differentiate
- greater opportunity for discussion

CLASSROOM ROWS MODEL

Teacher/Adult
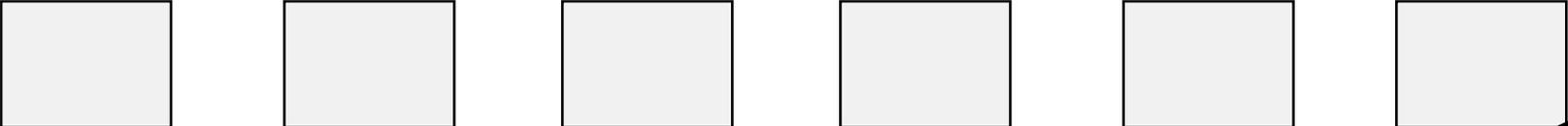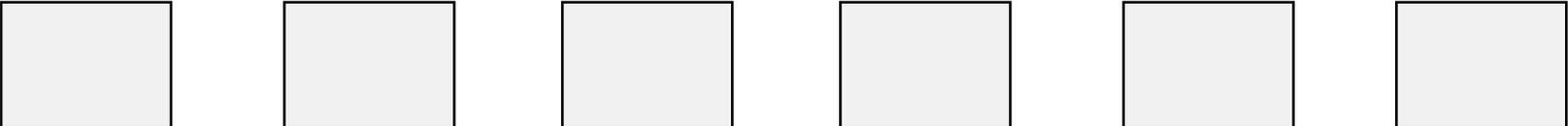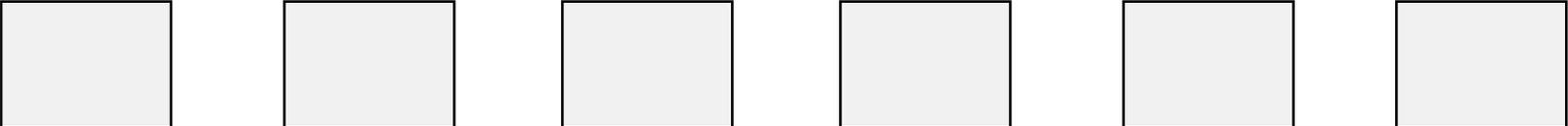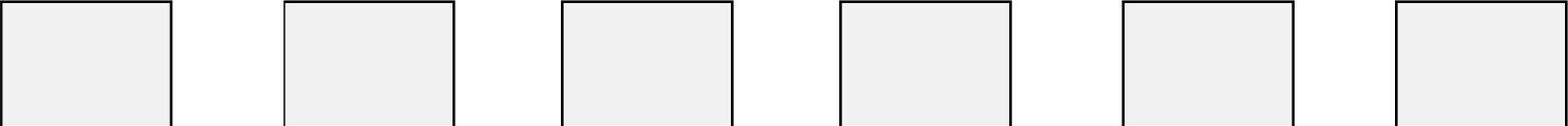
Teacher/Adult

PAIR MODEL

Teacher/Adult

Teacher/Adult

"GROUP WORK" MODEL

Teacher/ Adult or Student Facilitator

Teacher/ Adult or Student Facilitator

Group and Independent Work Model
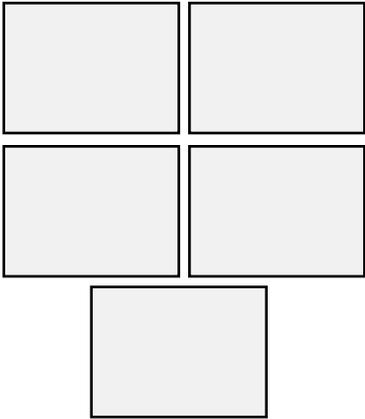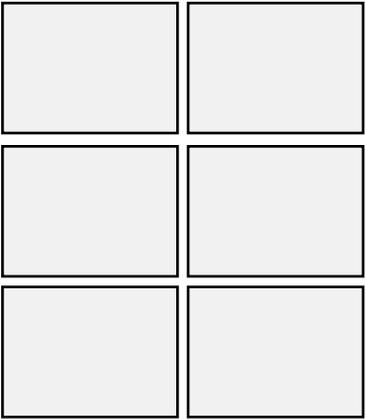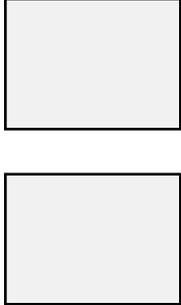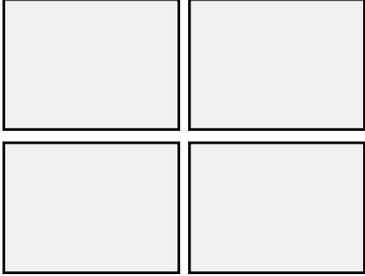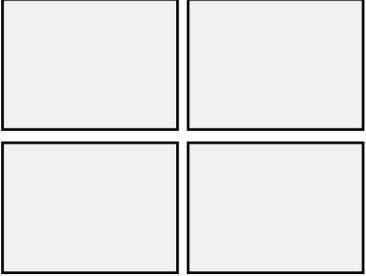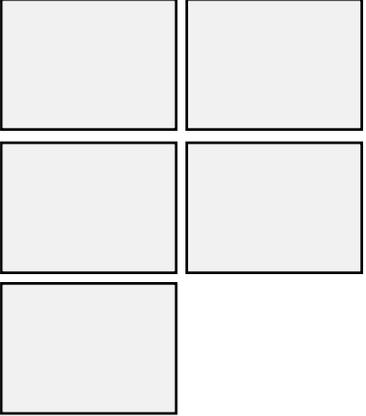
ICT STATION MODEL - CLUSTER MODEL

Teacher/ Adult or Student Facilitator

Teacher/ Adult or Student Facilitator

Teacher/ Adult or Student Facilitator

Teacher/ Adult or Student Facilitator