 Module
1

INCLUSIVE EDUCATION FOR EQUITY PROFESSIONAL LEARNING FOR EQUITY MODULE



Academy 3: Exploring Inclusive Practices in Classrooms

Version 1

Equity Matters: In learning, for life.

The *Equity Alliance at ASU* is home to several grant-funded projects, and is a center for research, technical assistance, and professional learning for the purpose of providing support to school systems as they develop, adopt, and implement reform efforts aimed at ensuring equity in opportunity and outcomes for all students.

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Equity Module: Inclusive Education for Equity

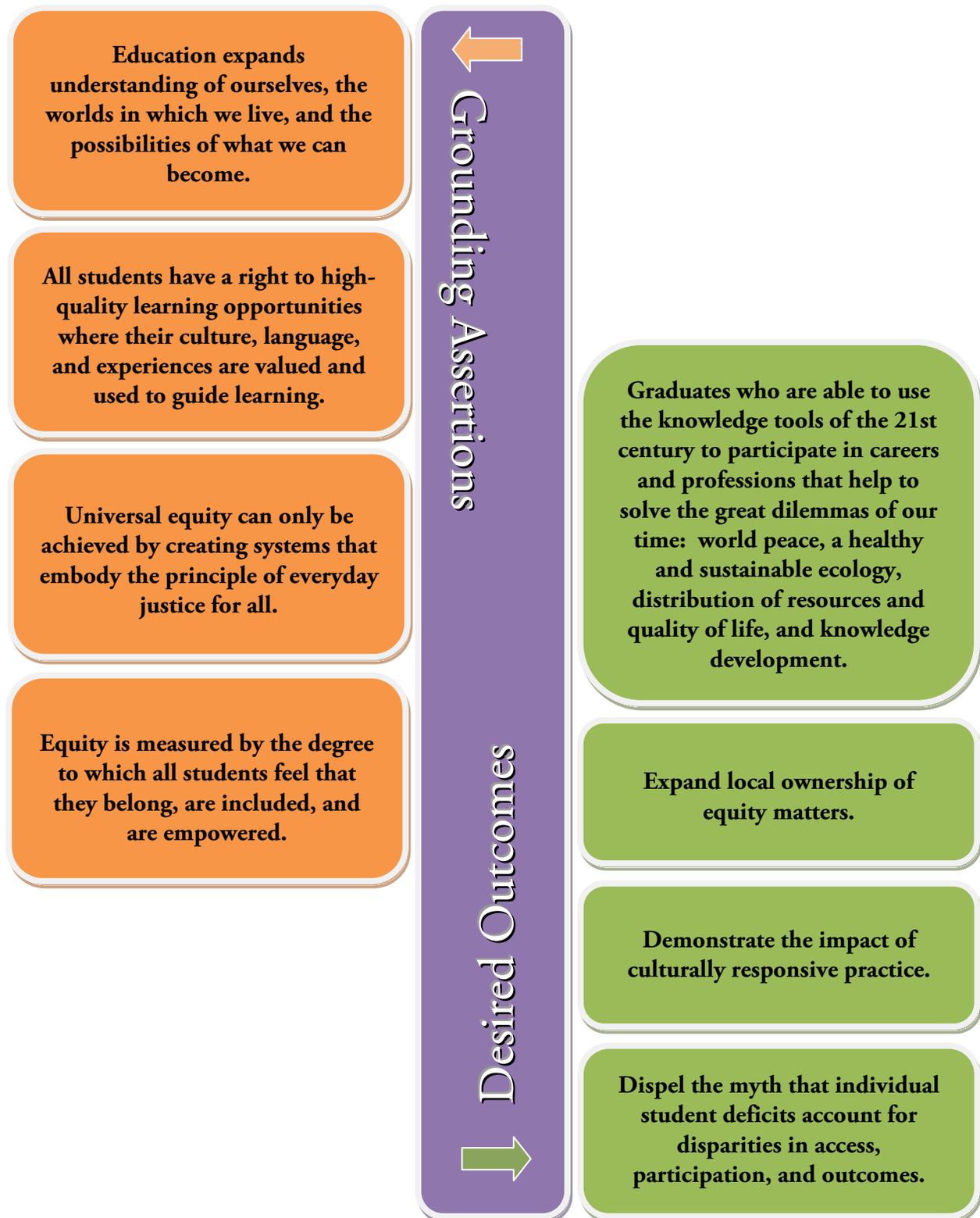
Academy 3: Exploring Inclusive Practices in Classrooms

Equity Alliance at ASU Professional Learning Principles

Understanding the need to explore personal and professional identities as well as the necessity of responding to the strengths and needs that students from all cultural backgrounds bring to classrooms, the *Equity Alliance at ASU* follows a set of principles to professional learning for equity. These principles were developed by the National Center for Culturally Responsive Educational Systems (NCCRESt) (Kozleski, 2005, p. 7), one of the many projects that are part of the *Equity Alliance at ASU*. These principles were influenced by research from the Center for Research on Education, Diversity, and Excellence (CREDE), the research of McLaughlin and Talbert (2006) with teacher learning communities around the nation, and the work of the National Staff Development Council. Professional Learning:

- 1 focuses on improving learning within a diverse, multicultural community. The outcomes, content, and activities of any professional learning activity must be grounded in the multicultural context that characterizes most contemporary urban communities.
- 2 engages educators in joint, productive activity through discourse, inquiry, and public professional practice. Effective professional learning is reached by continuous, collaborative interaction with colleagues through discussion, knowledge development and understanding, and directed inquiry around professional practice.
- 3 embeds development within practice, is part of daily discourse and shared discussions about student learning and student product, as well as more formalized mentoring and coaching, meetings, study groups, and examination of evidence from inquiry cycles, and is differentiated by individuals' development.
- 4 results in improved learning for students who have been marginalized from the academic and social curricula of the U. S. public school system. Professional learning provides opportunities for teachers to explore and understand the influence of individual cultural identity and values on individual and systems practices, as well as expand their professional knowledge of the sociocultural dimensions of learning, and its impact assessed through student involvement and performance in academic and social curricula.
- 5 influences decisions about what is taught and why. Since professional learning is generative, educators' knowledge will expand and become more complex as it develops. It is expected that professional learning will result in the use of a cultural perspective in the examination and improvements to the content and process of instruction for all learners.
- 6 generates the diffusion of professional knowledge to build sustainable educational communities focused on improving learning outcomes for all students and their families, particularly those students who are members of cultural and linguistic minority groups. As educators gain knowledge, they also have the responsibility for sharing and mentoring others both in the practice of professional learning and in the expanded knowledge that comes from such activity.

Professional Learning for Equity: Assertions & Outcomes





What are Professional Learning for Equity Modules?

A strategy through which the *Equity Alliance at ASU* supports educational stakeholders in building their own capacity to build equitable educational systems is through the **Professional Learning for Equity Module** approach to professional learning. In collaboration with schools and local universities, the *Equity Alliance at ASU* creates these modules for pre-service and in-service educators of all roles and levels of experience. The approach includes careful consideration of the content for professional learning, application of adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional learning builds on converged needs, creates a sense of common purpose, and extends the creativity and skill of practitioners.

Participants are generally teams of educational professionals from schools and districts, selected to advance knowledge and practice related to culturally responsive systems and practices. Academies are organized into modules that share an overarching theme and are designed to (1) engage adult learners in advancing their knowledge and skills about culturally responsive practices within organizations; (2) build communities of practice in which inquiry and public discourse are cornerstones of continuous improvement in culturally responsive systems; and (3) embody approaches to learning that affirm the sociocultural histories and experiences that all members of the academies bring to shared learning. Finally, the Professional Learning Modules for Equity create forums for open discussion to help school and community members think more broadly and systemically about culturally responsive schools and classrooms.

The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another and create a practice community that can support innovation. The academies should be offered in sequence, spaced four weeks apart so that some application can occur between sessions, and that there is a plan for coaching on-site between academies.

Equity Academy Abstract:

This academy helps you to learn about what inclusive education looks like within a classroom setting. You will learn about, reflect upon, and discuss information about challenges relating to and including all students within your classrooms while acknowledging your own role in the process. You will be exposed to examples of successful inclusive classroom and learn to recognize elements of inclusive settings. You will have the opportunity to begin questioning your own practice and professional development growth, thus enabling and assisting you in making your classroom more inclusive. Additionally, through a planning process, you will develop your understanding of strategies to create an ideal inclusive setting and begin person-centered planning. This process will assist you in applying your new knowledge to begin developing a student-centered plan for a particular student’s needs in your classroom.

Equity Academy Outcomes:

As a result of the activities and information shared at this Equity Academy, you will:

-  apply knowledge of inclusive schools learned in Academy 2, to the creation and strengthening of inclusive classrooms.
-  reflect on how educators’ dispositions, sociocultural experiences, and group memberships shape the creation of inclusive classrooms.

Equity Academy Agenda:

Time	Event
25 min.	Activity 1: Challenges and Opportunities in Inclusive Classrooms
20 min.	Lecturette 1: Inclusive Curriculum and Instruction
25 min.	Activity 2: Creating an Inclusive Classroom
10 min.	<i>Break</i>
20 min.	Lecturette 2: Student-Centered Planning
25 min.	Activity 3: Facilitating a Student PATH
15 min.	<i>Leave-taking & Feedback</i>

Academy Overview



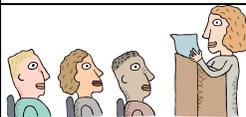
Slide 1 Notes



EQUITY
ALLIANCE
AT ASU

Inclusive Education for Equity

Professional Learning
Module 1



Slide 2 Notes



EQUITY
ALLIANCE
AT ASU

Academy 3: Exploring Inclusive Practices in Classrooms





Slide 3 Notes

Introductions



Facilitators

Sponsors



The Equity Alliance at ASU

www.equityallianceatasu.org



Slide 4 Notes

Introductions



Participants

Roles

Take Away





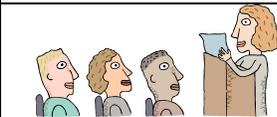
Slide 5 Notes

Academy Outcomes



Participants will:

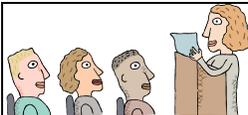
-  Apply knowledge of inclusive schools learned in Academy 2, to the creation and strengthening of inclusive classrooms.
-  Reflect on how dispositions, sociocultural experiences, and group memberships shape inclusive classrooms.



Slide 6 Notes



This slide was left blank so that your facilitator(s) are able to add any content relevant to their purpose or mission in leading this academy.

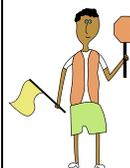


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Academy 3 Agenda



Time	Event
25 min.	Activity 1: Challenges and Opportunities in Inclusive Classrooms
20 min.	Lecturette 1: Inclusive Curriculum and Instruction
25 min.	Activity 2: Creating an Inclusive Classroom
10 min.	Break
20 min.	Lecturette 2: Student-Centered Planning
25 min.	Activity 3: Facilitating a Student PATH
15 min.	Leave-taking & Feedback



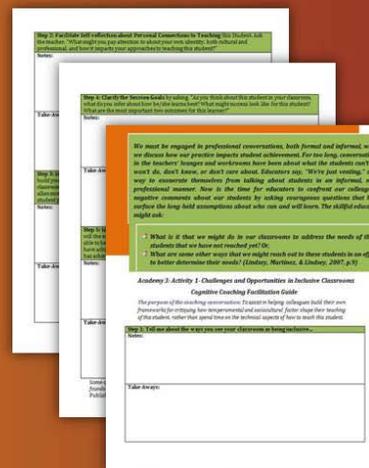
Activity 1 (Slide 8)

*Handouts for this activity are provided on the next page.

Activity 1: Challenges & Opportunities in Inclusive Classrooms



- In self-selected pairs:
 - One participant identifies a student for whom it is a challenge to teach.
 - Share with other participants for exactly one minute.
- Both participants read the provided handouts.
- The other participant takes a coaching role and facilitates the conversation outlined on the handout.
- Switch roles and repeat the previous steps.





Activity 1: Challenges & Opportunities in Inclusive Classrooms

Outcome: To have you engage in professional conversation about how your practice impacts all students' achievements, focusing on the challenges and opportunities present in inclusive classrooms.



In self-selected pairs do the following:

1. One person identifies a student for whom it is a challenge to teach. Share with other person for exactly one minute.
2. Both participants read the provided handouts.
3. The other person takes a coaching role and facilitates the conversation outlined on the handout.
4. Switch roles and repeat steps 1 and 3.

*Handouts start on the next page.

We must be engaged in professional conversations, both formal and informal, when we discuss how our practice impacts student achievement. For too long, conversations in the teachers' lounges and workrooms have been about what the students can't do, won't do, don't know, or don't care about. Educators say, "We're just venting," as a way to exonerate themselves from talking about students in an informal, non-professional manner. Now is the time for educators to confront our colleagues' negative comments about our students by asking courageous questions that help surface the long-held assumptions about who can and will learn. The skillful educator might ask:

-  *What is it that we might do in our classrooms to address the needs of these students that we have not reached yet? Or,*
-  *What are some other ways that we might reach out to these students in an effort to better determine their needs? (Lindsey, Martinez, & Lindsey, 2007, p.9)*

Academy 3: Activity 1- Challenges and Opportunities in Inclusive Classrooms
Cognitive Coaching Facilitation Guide

The purpose of the coaching conversation: To assist in helping colleagues build their own frameworks for critiquing how temperamental and sociocultural factor shape their teaching of this student, rather than spend time on the technical aspects of how to teach this student.

Step 1: Tell me about the ways you see your classroom as being inclusive...
Notes:
Take-Aways:

Step 2: Facilitate Self-reflection about Personal Connections to Teaching this Student. Ask the teacher, "What might you pay attention to about your own identity, both cultural and professional, and how it impacts your approaches to teaching this student?"

Notes:

Take-Aways:

Step 3: Identify Allies and Assets by asking, "Who are the allies who might be able to help you build your own professional capacity to support this students' learning in the general education classroom?" "What school structures would be useful in making your collaboration with these allies more convenient?" Probe the educator to think about all possible allies, including particular student peers, past teachers of the student, family members, etc.

Notes:

Take-Aways:

Step 4: Clarify the Session Goals by asking, "As you think about this student in your classroom, what do you infer about how he/she learns best? What might success look like for this student? What are the most important two outcomes for this learner?"

Notes:

Take-Aways:

Step 5: Identify Personal Learning Focus and Process for Self-Assessment by asking, How will the experiences of teaching this student help you grow as an educator? In what ways are you able to be a learner so you can be more effective with this student? How will you know that you have achieved the professional learning goals you have set? How will you know that the student has achieved the goal you have set?

Notes:

Take-Aways:

Some questions adapted from Costa, A. L., & Garmston, R. J. (2005). *Cognitive Coaching: A foundation for Renaissance Schools*, (2nd ed.). Norwood, Massachusetts: Christopher-Gordon Publishers, Inc.

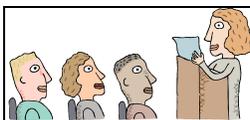


Lecturette 1: Inclusive Curriculum & Instruction

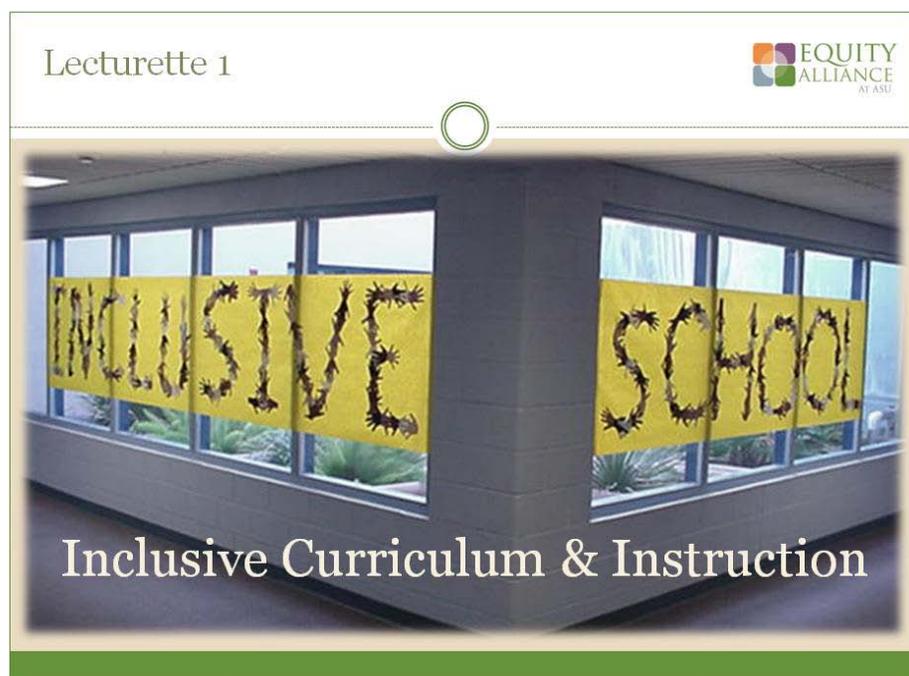
An inclusive curriculum must involve making sure that all students are engaged, learning and have a sense that they belong, are important, and matter. Inclusive education is only possible when everyone is involved, supporting one another, and working towards a common set goal. Elements of an inclusive classroom include looking at the climate, curriculum, instruction methods, materials used, assessment, and the outcomes.

As **outcomes** of participating in Lecturette 1, you will:

-  view examples of successful inclusive classrooms;
-  build awareness of the elements of inclusive classroom settings; and
-  identify questions to guide the creation of their own inclusive classrooms.



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Slide 10 Notes

Lecturette Outcome



Participants will:



- view examples of successful inclusive classrooms;
- build awareness of the elements of inclusive classroom settings; and
- identify questions to guide the creation of their own inclusive classrooms.



Slide 11 Notes

Inclusive Education



Engaged

Learning

Aware of their importance & that they *matter*



Teachers' identities

Students' identities

Classroom elements



Slide 12 Notes

Teacher Identity:
Who you are shapes how you teach

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Individual/historical experiences

Gender

Race / Ethnicity

1st Language

Religion

Social Class

Sexual Orientation

Dis/Ability

Reflect on your own experiences



Slide 13 Notes

Teacher Identity:
What you know, like, & believe shapes how you teach

EQUITY ALLIANCE AT ASU

What is it that ...

I don't know?
Makes me uncomfortable?
I don't believe?

Is my knowledge?
Is my preference?
I do believe?



Slide 14 Notes

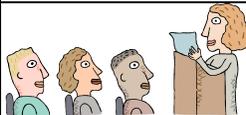
School & Classroom Cultures:

What is already there shapes teaching & learning

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    graph TD
      C[Curriculum] --- TL[Teaching & Learning]
      Cl[Climate] --- TL
      I[Instruction] --- TL
      O[Outcomes] --- TL
      M[Materials] --- TL
      A[Assessment] --- TL
    
```

Q: Which of my actions today moved specific students toward educational opportunity and which actions moved them farther away?



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Inclusive Classroom Climate

Climate is created by:

- ⊗ School
- ⊗ Teachers
- ⊗ Peers

The Climate is...

- ⊗ Fair
- ⊗ Just
- ⊗ Acknowledges value of student & teacher differences
 - Including: abilities, talents, cultural experiences

<http://www.youtube.com/watch?v=VhKKsvG1n6Q>

To make an Inclusive Climate, one should consider :

<ul style="list-style-type: none"> ⊗ Decorations ⊗ Use of physical space ⊗ Use of time ⊗ Relationship building ⊗ Addressing & resolving conflict 	<ul style="list-style-type: none"> ⊗ Building appreciation ⊗ Learning from individuals' differences ⊗ Fail-safe culture ⊗ Democratic decision making
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Slide 16 Notes



Inclusive Classroom Climate

- Who determines rules?
- How are procedures articulated and enforced?
- How is your furniture arranged?
- What feeling do you get when you walk in the classroom?
- How do you address prejudice or discrimination?



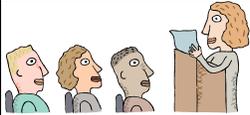
Slide 17 Notes



REFLECTING ON IDENTITY AND CULTURE



"Recognizing that everyone has unique traditions, values, and beliefs that are important to them (ethnic identity, language, religion and formal/informal community, neighborhood, and family connections) helps us to see how we are connected."



Slide 18-22 Notes



Slide 23 Notes

What is present in your classroom?

Questions to guide your thought:

- ✦ Does your classroom have evidence of your heritage?
- ✦ What might show your religious beliefs in the classroom?
- ✦ Do you have accurate and respectful representations of your gender exemplified?
- ✦ Are your students' cultural traditions reflected on the walls or in classroom literature?





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Inclusive Classroom Curriculum



Universally Designed Curriculum

Carefully determined & expressed goals

Thoughtfully designed so students see themselves included

Formatted so all students are able to access it

- Curriculum is still designed to serve core group of students
 - ELLs
 - Native Americans
 - Students with Disabilities
- These students are often thought of as “exceptions to the norm”
- The idea that one curriculum fits most students with modifications for a small few is faulty



Slide 25 Notes

Questions to Guide Creation of Inclusive Classroom Curriculum



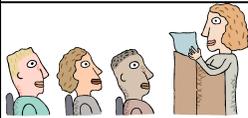
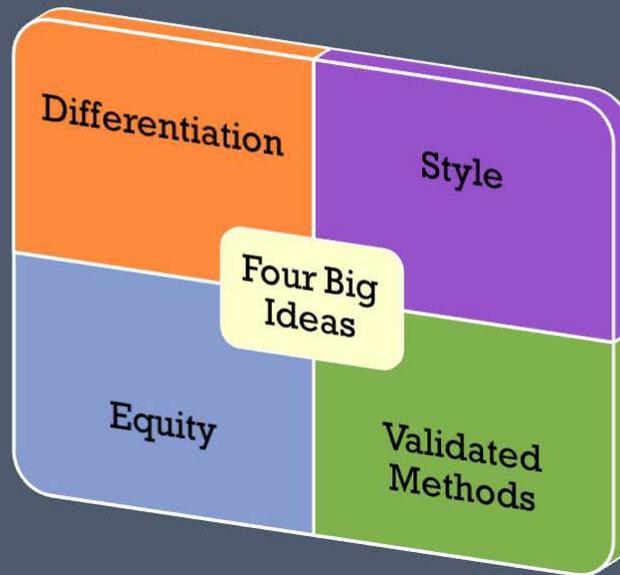
- Is the curriculum geared towards supporting students' learning styles?
- How does the curriculum incorporate students' lives?
- What are my students' cultures?
- How does the curriculum introduce students to “ordinary” role models?





Slide 26 Notes

Inclusive Instruction



Slide 27 Notes

Inclusive Instruction

Differentiation

DIFFERENTIATIONCENTRAL
Reaching Every Learner Every Day

ABOUT US For Teachers For Administrators Higher Education Contact Us

The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms.

It is our hope that this website will provide a resource to those interested in fulfilling the promise of differentiation. Please help us improve our website by taking a short survey.

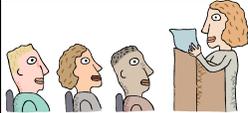
<http://www.differentiationcentral.com/>

Which is true?

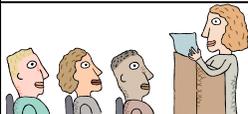
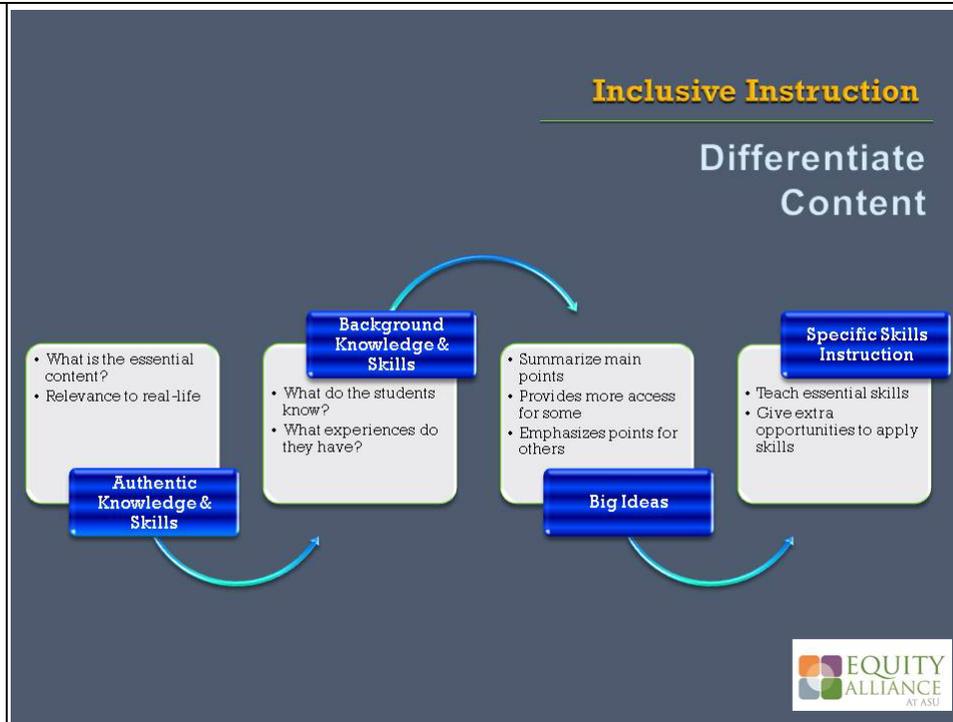
All students can:

- Learn the same thing
- Learn the same way
- Learn in the same amount of time
- None of the above

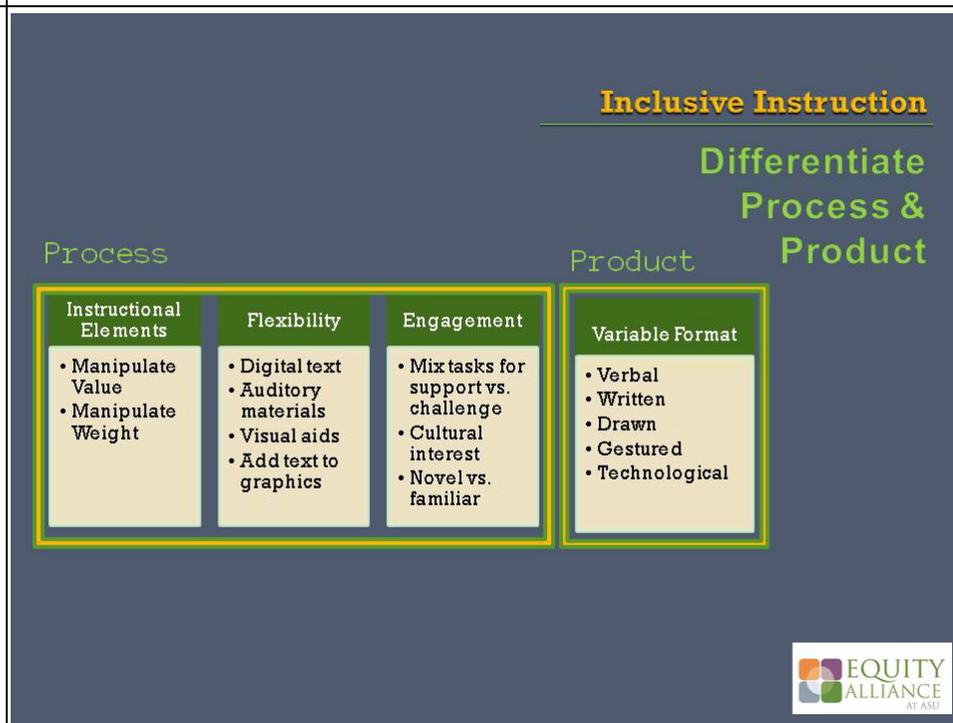




Slide 28 Notes



Slide 29 Notes





Slide 30 Notes

Inclusive Instruction

Validated Methods

Guided Strategy Instruction

- No one method works for all students all the time
- Certain methods have been shown to be effective:
 - Diagnostic teaching
 - Cognitive Strategy Instruction
 - Direct Instruction
 - Peer Mediation

Cognitive Strategy Instruction (CSI):

- Makes use of strategies—habitual, adaptable, & automatic
- Sequential model
- Stages malleable—can re-order or combine
- Must do all goal-oriented and consciously-controlled processes and strategies




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Inclusive Instruction

Validated Methods

Cognitive Strategy Instruction

Stage 1

Develop & Activate Background Knowledge

→

Stage 2

Discuss the Strategy

→

Stage 3

Model the Strategy

Stage 4

Memorize the Strategy

→

Stage 5

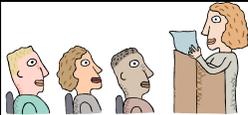
Support the Strategy

→

Stage 6

Independent Performance





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Inclusive Instruction

Validated Methods

Guided Strategy Instruction

Question-Generated Instructional Procedure

• Explain why generating 'think-type' questions helps comprehension.
• Explain and practice identifying the distinction between think & locate questions.

Explain Rationale & Basics

1

• Have students practice generating questions while you provide feedback regarding whether they are good 'think-type' questions.

Teach How to Generate Questions

2

• Demonstrate and have students practice identifying the most important information in passages.
• Have students practice generating questions related to this content.

Teach How to Identify Important Info

3

• Provide children with questions to be used to monitor their own use of the question generation strategy
• e.g. "How well did I identify important information?"

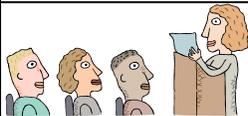
Teach Students how to Monitor Strategy Use

4

• Provide opportunity to practice generating questions, identifying important information, & monitor strategy use.
• Provide feedback on these aspects during instruction.

Provide Practice & Feedback

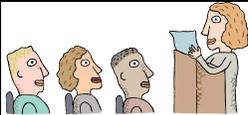
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Slide 33 Notes

Inclusive Instruction

Equity



Slide 34 Notes

Inclusive Instruction

Collaboration



Supportive Co-teaching

- One teacher is instructional lead, other supports
- Second teacher watches, listens to, & assists students' working while other teaches



Parallel Co-teaching

- 2+ teachers work with various groups in different areas of room
- Switch up between groups, if possible



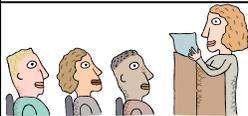
Complementary Co-teaching

- One teacher's actions 'complement' the other's
- E.g., restating, pre-teaching, paraphrasing



Team Teaching

- 2+ teachers do entire scope of work
- Includes planning, teaching, assessing, reflecting



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Inclusive Materials

Some questions to consider:

- How do materials meet the needs of all students?
- How do materials allow for all students to utilize them to facilitate learning?
- Do materials depict all the students in the classroom and *what they look like*?
- Is home-school material accessible to all members?





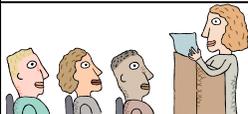
Slide 36 Notes

Inclusive Assessment



Marti Richards announced to the class that it was time to read their journals aloud. The second graders had completed writing a page about something of interest, and illustrating their work on the opposite page. As kids raised their hands, Ms. Richards called them up to the front of the room. Most of the day's writing reflected excitement about next week's holiday break. As the children read aloud individually, their reading was sometimes clear, and sometimes slow as they tried to decipher their spelling. Ms. Richards commented supportively on each reading.

Andy didn't raise his hand to read after several other classmates had finished, but Ms. Richards asked him if he'd like to read his journal. He immediately stood up, walked to the spot near the blackboard where the others had stood, and began to read, holding his journal up in front of his face. There were no words on his page, only lines of little circles. His picture was of five members of his family and his words were unclear most of the time he read; his voice was very quiet. He paused from time to time, imitating the reading patterns of the other kids as they had stopped to figure out the words they had written. Everyone listened attentively to Andy. When Andy was done reading, he turned his journal around to show the class his picture. He grinned and Ms. Richards said with a laugh, "Wow! Andy had a lot to write today, didn't he?" A couple of the other kids said "Yeah!" and "He really did." As Andy walked back to his desk, he went around one group of tables showing his journal to classmates, a big grin on his face. The students craned their necks to see his pictures. He sat down at his desk as the next student began to read her journal.



Slide 37 Notes



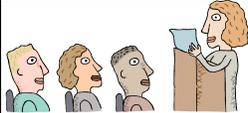
Questions to Guide Creation of Inclusive Assessment

❖ How are assessments designed to allow students multiple ways of demonstrating progress? Mastery? Content?

❖ How do I balance the use of formative & summative assessment?

❖ How do I adjust what and how I teach, based on the assessment data?





Slide 38 Notes



INCLUSIVE OUTCOMES

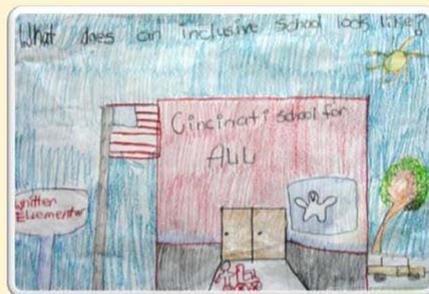
The Mission:

- Curriculum & instruction are designed to support students in teaching
- Goals are designed in ways that demonstrate high expectations for all students
- Various means to an end
- Does not diminish nor simplify the challenge of learning.



Slide 39 Notes

QUESTIONS TO GUIDE CREATION OF INCLUSIVE OUTCOMES



- How are outcomes designed?
- Is the true purpose of learning apparent?
- How can outcomes support flexible means of learning?
- Learning must be supported, take place, and be demonstrable.





Activity 2
(Slide 40)

*Handouts for this activity are provided on the next page.

Activity 2: Creating an Inclusive Classroom



- Create an observation guide
- Use questions on handout as starting point
- Generate several more questions
 - Tap into various arenas as outlined





Activity 2: Creating an Inclusive Classroom

Outcome: You will use strategies to create an ideal inclusive classroom by addressing all elements of inclusive classroom settings.



Create an observation guide in order to help you think about the big picture and to learn new things about how your classroom creates the conditions of inclusiveness. Using the questions that are already provided as a starting point, generate several more questions under each area: climate, curriculum, instruction, materials, assessment, and outcomes, to create an inclusive classroom observation guide.

*Handouts start on next page.

Academy 3: Activity 2

What am I looking for? Creating an Inclusive Classroom Observation Guide

Many teachers rarely get a chance to step back and think about their classroom as a whole and the how the opportunities and outcomes experienced by students there contribute to the creation of an inclusive classroom where every student is welcome and is successful. Your task is to create an observation guide to help you think about the big picture, and to learn new things about how your classroom creates the conditions of inclusiveness. Use the questions that are already provided as a starting point, generate several more questions under each area: climate, curriculum, instruction, materials, assessment, and outcomes, to create an inclusive classroom observation guide.

Teacher: _____ Grade(s): _____ # Students: _____

Inclusive Climate

<p>1. Draw the Room Arrangement</p>	<p>2. Write down what's on the walls</p>
<p>3. Interactions: (How are students interacting with one another? How do teachers and other adults interact with students?) How do people learn how to interact in this classroom? Who teaches interactions?</p>	
<p>4. Equity matters:</p>	
<p>5.</p>	

Inclusive Curriculum

1. What evidence do you see that curriculum incorporates students' biographies?

2.

3.

4.

5.

Inclusive Instruction

1. What access points are there to the big ideas of the lesson or activity that you are observing?

2. How does instruction provide opportunities for active learning?

3. What kinds of participant structures do you set up and how are these balanced to allow for maximum student collaboration? (lecture? small-group projects?)

4.

5.

Inclusive Materials

1. How do materials allow for all students to utilize them to facilitate learning? Are there any materials that some students appear to not have access to, and if so, are there alternative versions of these materials?

2.

3.

4.

5.

Inclusive Assessment

1. In what ways are students involved in designing assessment and monitoring their learning and interactions over time?

2. In what contexts do I use authentic assessments?

3.

4.

5.

Inclusive Outcomes

1. How are students responding to what teachers want them to learn, or creating and exploring their own ideas about what to learn?

2.

3.

4.

5.

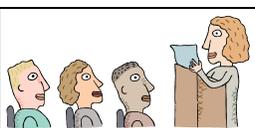


Lecturette 2: Student-Centered Planning

This lecturette focuses on the specific tasks that are necessary in order to help all students succeed and reach excellence. It provides the basis for Activity 3.

As **outcomes** of participating in Lecturette 2, you will:

-  learn about student-centered planning; and
-  consider a process for person-centered planning called Planning Alternative Tomorrows with Hope (PATH).



Slide 41 Notes

Lecturette 2



Student-Centered Planning



Slide 42 Notes

Lecturette Outcomes



Participants will:



- learn about student-centered planning; and
- consider a process for person-centered planning called Planning Alternative Tomorrows with Hope (PATH)



Slide 43 Notes

The New Kid at School



Student-Centered Planning

Who is this student?

What educational opportunities will allow interests to develop positively?

Comes when all involved in planning respect the dignity & value of the student.	Aims to change common patterns of school routines.	Requires collaboration & aims to deconstruct unequal power relationships.
Purpose is to learn through interaction.	Enlists various school community members to assist in planning.	Replace these with relationships which have shared power in decision-making.



Slide 44 Notes



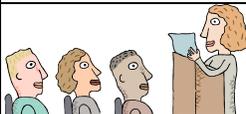
Slide 45 Notes





Slide 46 Notes

PLANNING ALTERNATIVE TOMORROWS WITH HOPE PROCESS (PATH)



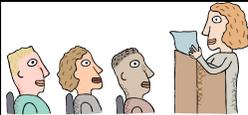
Slide 47 Notes

TOUCHING THE DREAM

Questions to assist a person identify their dream may be:

- > What ideals do you most want to realize?
- > What values do you want to guide you?
- > What gives directions to your life?
- > What drives you?



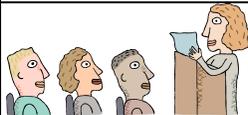


Slide 48 Notes

SENSING THE GOAL

Start to plan a timeline

- Engage in backward thinking process
- Talk about outcomes related to vision that will have occurred when looking back
- This creates goals for the person
- Remember events from positive and possible future perspective

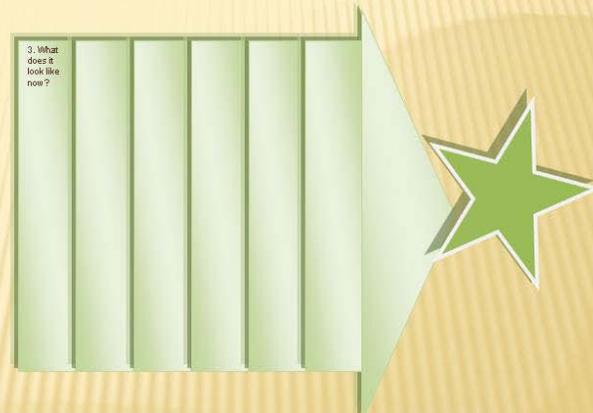


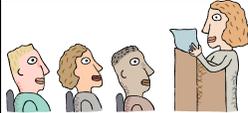
Slide 49 Notes

GROUNDING IN THE NOW

Focus on the "now"

- Dynamic tension between the "now" and the "North Star"
- Tension helps group figure out what needs to be done to move from "now" to the "North Star"
- Remember to stay in the present
- Objective is to get from NOW to the GOAL





Slide 50 Notes

ENROLLING

No one can do this alone

- Must think about who needs to be included
- Who can help reach the goal?
- This is a deeply embedded assumption



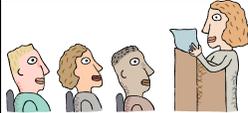
Slide 51 Notes

RECOGNIZING WAYS TO BUILD STRENGTH

What does the group need?

- How can the group remain strong?
- Remember the hard work it will take to move forward
- Every member must be identified to create support network
- This step is often overlooked in traditional planning forums





Slide 52 Notes

CHARTING ACTION

Look at the Strategies

- > What strategies are in place that are being used to move work forward?
- > Remember to do 'backward' thinking
- > Future is much closer at this point in the process



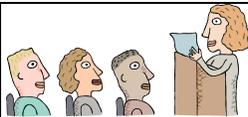
Slide 53 Notes

PLANNING THE NEXT MONTH'S WORK

Repeat of Previous Step

- > Time is closer now
- > Must increase degree of specificity of strategies
 - > Who is doing what?
 - > How?
 - > When?
 - > Where?
- > Identify specifics for immediate future
- > Assess levels of commitment





Slide 54 Notes

COMMITTING TO THE FIRST STEP

Final Step is First Step

- > Action can be done right now
- > Identify this step and make the first move
- > Assign support coach to person while making this first venture
- > Includes actions that can happen immediately



Activity 3
(Slide 55)

*Handouts for this activity are provided on the following page.

Activity 3: Facilitating a Student PATH



- Listen to / Read the vignette
 - Slide show & Audio
- Heterogeneous teams of 8 people
 - Role-play scenario
- Determine student support via PATH
 - Touch on all 8 steps

TONY'S

Your job is to lead a PATH for Tony. In groups of 8 or more, role play this process. One person in each group:

Activity 3: Facilitating a Student PATH

When telling the story of children in school, a writer is always adding to the cultural story of schooling by using her unique voice, which is influenced by her own cultural norms and experiences. This narrator is simply one truth of one student's encounter with a system ill-equipped to have beyond good intention. However in its reality, this story unfortunately becomes a recognizable and critical part of our school life. A parable.

Reminder of

1. **Teach** - In an innovative effort, Jamison High School failed to annually assess progress (APR), resulting in the closing of its doors. The school had served an insular and poverty-stricken area for thirty years and although the students had historically scored low on district and state-mandated tests, the social and cultural benefits of attending school within the community were invaluable. Even if the school had lacked strong parental involvement, the students could count on the support of cousins, friends, and other adults who lived in the community and attended the same school.
2. **Seeb** - Tony Johnston attended Jamison for two years before it shut its doors. He had never made the honor roll, always arrived at mandatory tutoring minutes before it was over, skipped school at least once every couple of weeks, and had at home with his single-parent mom and three siblings. Most of the teachers at Jamison knew Tony from the neighborhood, so although he was prone to outbursts in the classroom, some of which warranted trips to the principal or counselor, his teachers interpreted his behavior as more of a rebellion against formalized schooling, where rigid curriculum, layered at a model student was provided over individualized instruction based on the unique needs of each student. Furthermore, although his teachers had also been seen as failing in terms of their inability to move the APR in the right direction as a result of the inflexible accountability system, at least they recognized Tony's strengths. They saw the need for Tony to dialogue with peers, to connect intellectually with the curriculum and the importance of relating his reality to the classroom. Neither of his parents had graduated from high school, but the teachers were hopeful for Tony, who, when housed, could complete assignments, also, when interested in the subject-matter taught through a mutual lens—Tony gave thoughtful and intellectual responses, especially about the injustices he faced as a young, black male in American society. The teachers were also hopeful, because Tony had a strong relationship with an older cousin, who had graduated from Jamison and was being classes at the local community college.
3. **Let's** - This kind of interpretation, based on Tony's life in and out of school, quickly dissolved into a more stereotyped, behavior-based assessment when he began being housed in a different school. The challenges he had faced at Jamison were compounded when he walked a new school, interpreted by new teachers, and compared against this new student population. Willow Grove High School was only about fifteen miles from Tony's neighborhood, but the school had higher standardized test scores, a higher percentage of college-bound students, and a higher percentage of teachers with advanced degrees; therefore, it bred a different kind of school culture than Jamison high, even though it served about the same demographic.
4. **Plan** - Three months after Tony began at Willow Grove High School, his teachers decided to hold a meeting about his falling grades, uncontrollable behavior, and their inability to positively address his actions, as part of a new effort to engage in student-centered planning, the school is trying to find for the first time as a way to support Tony's needs in inclusive ways.



Activity 3: Facilitating a Student PATH

Outcome: You will apply what you've learned about student (person) centered planning to a particular students' needs in the classroom.



Listen to / read a vignette and role-play to create a sample PATH for a student.

In heterogeneous teams of 8, you will be provided with a student's story. Using this vignette, teams should work together to create a PATH for the student in the story by each taking on a role in the scenario. If there are less than 8 people, it is easy to double-up on parts and eliminate some of the roles within the scenario, such as extra teaching positions.

Academy 3: Activity 3

Facilitating a Student PATH

When telling the story of children in school, a writer is always adding to the cultural story of schooling by using her unique voice, which is influenced by her own cultural norms and experiences. This narrative is surely one truth of one student's encounter with a system ill-equipped to move beyond good intention. However in its retelling this story unfortunately becomes so recognizable and clichéd that it acts almost like a parable.

For six consecutive years, Jamison High School failed its annually yearly progress (AYP), resulting in the closing of its doors. The school had served an insular and poverty-stricken area for thirty years and although the students had historically scored low on district and state-mandated tests, the social and cultural benefits of attending school within the community were invaluable. Even if the school had lacked strong parental involvement, the students could count on the support of cousins, friends, and older siblings who lived in the community and attended the same school.

Tony Johnston attended Jamison for two years before it shut its doors. He had never made the honor roll, always arrived at mandatory tutoring minutes before it was over, skipped school at least once every couple of weeks, and lived at home with his single-parent mom and three siblings. Most of the teachers at Jamison knew Tony from the neighborhood, so although he was prone to outbursts in the classroom, some of which warranted trips to the principal or counselor, his teachers interpreted his behavior as more of a rebellion against formalized schooling, where rigid curriculum, targeted at a model student was privileged over individualized instruction based on the unique needs of each student. Furthermore, although his teachers had also been seen as failing in terms of their inability to move the AYP in the right direction as a result of the inflexible accountability system, at least they recognized Tony's strengths. They saw the need for Tony to dialogue with peers, to interact kinesthetically with the curriculum and the importance of relating his reality to the classroom. Neither of his parents had graduated from high school, but the teachers were hopeful for Tony, who, when focused, could complete assignments. Also, when interested in the subject—poetry taught through a musical lens—Tony gave insightful and intellectual responses, especially about the injustices he faced as a young, black male in American society. The teachers were also hopeful because Tony had a strong relationship with an older cousin, who had graduated from Jamison and was taking classes at the local community college.

This kind of interpretation, based on Tony's life in and out of school, quickly dissolved into a more sterilized, behavior-based assessment when he began being bused to a different school. The challenges he had faced at Jamison were compounded when set within a new school, interpreted by new teachers, and compared against this new student population. Willow Grove High School was only about fifteen miles from Tony's neighborhood, but this school had higher standardized test scores, a higher percentage of college bound students, and a higher percentage of teachers with advanced degrees; therefore, it bred a different kind of school culture than Jamison High, even though it served about the same demographic. Three months after Tony began at Willow Grove High School, his teachers decided to hold a meeting about his failing grades, uncontrollable behavior, and *their* inability to positively address his actions. As part of a new effort to engage in student-centered planning, the school is trying this out for the first time as a way to support Tony's needs in inclusive ways.

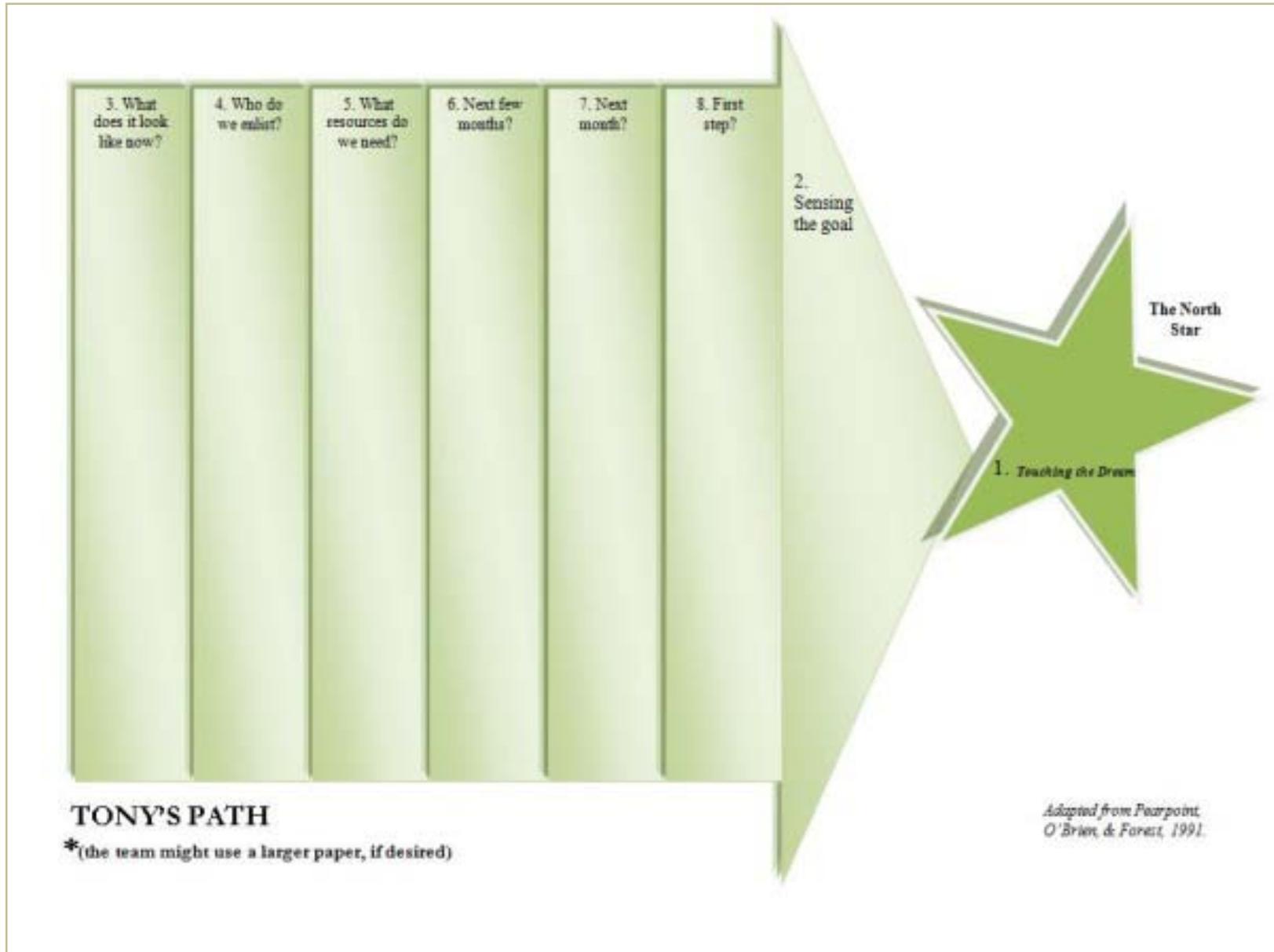
 Your job is to lead a PATH for Tony. In groups of 8 or more, role-play this process. One person in each group takes each of the following roles:

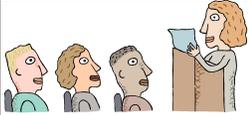
Tony, Tony's mother, Music teacher, Tony's classmate, Assistant Principal, Counselor (who is the PATH facilitator), PE teacher (who is the PATH recorder), Special Education Teacher, History Teacher

 If you have less than 8 participants, the PATH recorder and facilitator can be combined into one role and one of the general educators can be removed from the team.

Reminder of the PATH Process:

1. **Touching the Dream:** Assisting the person in identifying their dream (what ideals do you want to realize?).
2. **Sensing the Goal:** Choose a time in the future, such as one year or six months from now. Facilitator helps group engage in a backward thinking process by coaching them to talk about outcomes related to the goal that will already have occurred.
3. **Grounding in the Now:** This space is a snapshot of things occurring now, which creates a tension between the dream and the present.
4. **Enroll:** The team, taking the students' lead, plans out who the student needs to achieve their dream
5. **Recognizing Ways to Build Strength:** The needs of each team member must now be identified so that a network of support can be built. Some good starting questions are, "What do we need to do as a group, team, and/or family, in order to be strong enough to reach the goal and keep this team moving forward?" and "What does each person have to do to be strong enough to be able to make their contribution to Tony's reaching his goal at the personal level?"
6. **Let's do it! Charting Action for the Next Few Months:** Again using backward design, the facilitator focuses the group on planning the strategies for the group to move forward.
7. **Planning the Next Month's Work:** This is a repeat of step 6, but the timeline is much closer, such as one to three months. Crucial here is that there is increased specificity of the strategies: Who will do what? What will they do? Where? (This step measures people's true commitment).
8. **Committing to the First Step:** This is an action that can be taken RIGHT NOW. Whatever it is, someone must be willing to step up and make the first move. A helpful strategy is to assign a support coach to whoever is responsible for making the first move to be available within the next day or so to support this person as they take this critical first step.





Slide 57 Notes

Leave Taking



-  Self Assessment
-  Debrief
-  Equity Academy Evaluation



Academy 3 Self-Assessment

This is a non-graded, anonymous self-assessment. Take 10 minutes to complete the following questions taken from the content of this academy. After that time the group will have the opportunity to share answers. Note that occasionally we collect these self-assessments to measure the effectiveness of the academy.

1. What challenges were you able to identify related to including all students in your classroom? Were you able to come up with some ideas by which to remedy the situation?
2. Briefly discuss at least two elements which help make a classroom inclusive.
3. What are the three ways in which one can provide differentiation in the classroom? Describe each.
4. How well do you understand student-centered planning? Talk with a partner if needed.

Academy 3 Evaluation

<div style="text-align: right;">i.1</div>  <h2 style="text-align: center;">Evaluation Form</h2> <p>Date: _____ Location: _____ Title: _____ Presenter(s): _____</p> <ol style="list-style-type: none"> 1. Please tell us your overall impression of this academy. _____ 2. What were the three most important things you will take away from this academy? _____ _____ _____ 3. Were the materials easily accessible? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 4. Did you find the material useful? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 5. Was this module useful in supporting and developing changes in student and staff behavior? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 6. How many staff were involved in the training? _____ 7. How many children will benefit from this training? _____ 8. Did our material increase your understanding of the topic? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 9. Were there adequate opportunities to process, reflect, and ask questions? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 10. Were there adequate opportunities to engage in group learning? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 11. Were the opportunities to engage in group learning beneficial? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 12. Did you find the content to be of high-quality? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 	<div style="text-align: right;">i.2</div> <ol style="list-style-type: none"> 13. Did you find the content to be evidence-based? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 14. Is the information provided applicable to your setting? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 15. Did you find the content to be reflective of your current and foreseeable experiences? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 16. What elements of the products have been most helpful to you? _____ 17. Do you have any suggestions for the improvement of our products and services? _____ 18. Are there other topics you would like to see addressed in our product or services? _____ 19. Other comments: _____ <p>Tell us about yourself.</p> <ol style="list-style-type: none"> 20. How did you hear about our products and services? <input type="checkbox"/> Equity Alliance at ASU website <input type="checkbox"/> Listserv: _____ <input type="checkbox"/> NCCREST website <input type="checkbox"/> Newsletter: _____ <input type="checkbox"/> LeadScope website <input type="checkbox"/> Other: _____ 21. Have you used our products or services before? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe: _____ 22. What is your zip code? _____ 23. Which descriptor best categorizes your location? <input type="checkbox"/> Rural <input type="checkbox"/> Suburban <input type="checkbox"/> Urban 24. Which position best describes you? <input type="checkbox"/> Classroom teacher <input type="checkbox"/> University staff or faculty <input type="checkbox"/> Advocacy group <input type="checkbox"/> Special educator <input type="checkbox"/> Researcher <input type="checkbox"/> Family organization <input type="checkbox"/> School administrator <input type="checkbox"/> Student <input type="checkbox"/> Other: _____ <input type="checkbox"/> District administrator <input type="checkbox"/> Parent <input type="checkbox"/> State administrator <input type="checkbox"/> TA Provider 
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Resources

Circle of Inclusion

<http://www.circleofinclusion.org/>

Multilingual, this webpage is for those who provide services for early childhood settings, as well as families with young children. Information and demonstrations are given relating to inclusive education. The project is funded by the U.S. Department of Education, Office of Special Education. One can search for examples of inclusive settings, as well as view discussions and questions that have been answered by people involved in inclusion. There are role-playing scenarios and re-printable resources that can be used, with examples of alternative assessment portfolios. The site is available in English, Spanish, Korean, Japanese, and Chinese.

Council for Exceptional Children (CEC)

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

Serving an audience which includes teachers, parents, administrators, and other support staff, the CEC is committed to advocacy and the improvement of educational success for all students. The CEC provides professional development, journal articles and newsletters and other publications to support people in the field with understanding and working with exceptional children. Core values include the belief that all children are worthy and should be given the chance for rich and meaningful participation in society.

CLAS: Culturally and Linguistically Appropriate Services, Early Childhood Research Institute

<http://www.clas.uiuc.edu/>

Multilingual, including ASL, this site manages to capture culture, language, disabilities and child development in one location. Materials are provided to help practitioners and families learn about what is available to them and are meant to inform and give context. Resources can be searched by language, format, or subject, as well and project or publisher. Video clips are included, as are text, evaluation tools, and newsletters.

Family Village: A Global Community of Disability-Related Resources

<http://www.familyvillage.wisc.edu/>

Information, resources, and internet communities for communication are combined here for anyone involved with people who deal with disabilities. The website is designed as a mini-village, including a school section where there are topics devoted just for kids. Within education, the site links up to sources with information about how to communicate with schools, be an advocate for students, inclusive education resources, and disability awareness education materials.

Gay-Straight Alliance Network

<http://www.gsanetwork.org/about/index.html#intro>

Gay-Straight Alliance Network is a youth leadership organization that connects school-based Gay-Straight Alliances (GSAs) to each other and community resources. Through peer support, leadership development, and training, GSA Network supports young people in starting, strengthening, and sustaining GSAs and builds the capacity of GSAs to:

1. create safe environments in schools for students to support each other and learn about homophobia and other oppressions,
2. educate the school community about homophobia, gender identity, and sexual orientation issues, and
3. fight discrimination, harassment, and violence in schools.

Kids Together, Inc.

<http://www.kidstogether.org/inclusion.htm>

A place where information and resources for children and adults with disabilities are provided and whose mission is to ‘promote inclusive communities where all people belong’. A listserv exists for people to come together and have discussions regarding solutions for educating children in an inclusive setting. This group states that a regular class is not something that should be looked at how it is but at how it can be. Resources are provided, including vision building and person-centered planning.

National Association for Bilingual Education

<http://www.nabe.org>

The National Association for Bilingual Education (NABE) is the only national professional organization devoted to representing Bilingual Learners and Bilingual Education professionals. NABE has affiliates in 25 states which collectively represent more than 20,000 members that include Bilingual and English Language Learner (ELL) teachers, parents, paraprofessionals, administrators, professors, advocates, researchers, and policy makers. NABE's mission is to advocate for our nation's Bilingual and English Language Learners and families and to cultivate a multilingual multicultural society by supporting and promoting policy, programs, pedagogy, research, and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity.

National Dissemination Center for Children with Disabilities (NICHCY)

<http://www.nichcy.org/Pages/Home.aspx>

Bilingually-staffed, NICHCY provides information about disabilities, IDEA, No Child Left Behind (NCLB) and effective educational practice. There are resources grouped by family/community, early intervention providers, schools and administrators, and state agencies. Recently launched, there is a Q & A feature about IDEA, specifically IDEA's purpose and key definitions, and a parent participation section. A section is provided with state-specific information, as well.

Office of Special Education and Rehabilitative Services (OSERS)

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

Dedicated to providing support and leadership to states and local districts regarding improving results for all children with disabilities. Financial support is given via formula and discretionary grants in order to support research, technical assistance, demonstrations, and information centers. This website is directly linked to the United States Department of Education and has a wealth of current information.

Inclusive Communities: Inclusive Education

http://www.pbs.org/parents/inclusivecommunities/inclusive_education.html

Provides a brief introduction to inclusive education. Has multiple links to other sites and resources and provides examples of inclusive education working.

Cognitive Strategy Instruction

<http://www.unl.edu/csi/index.shtml>

The University of Nebraska-Lincoln provides a website with information about the Cognitive Strategy Instruction (CSI). The website gives practical tips, describes strategies in further detail, and gives more information about the six stages involved. One can look at teaching strategies, lesson plans, and study skills. Additionally, links and suggestions are offered in the areas of reading, writing, and math.

TASH: Equity, Opportunity and Inclusion for People with Disabilities since 1975.

http://www.tash.org/IRR/inclusive_education.html

Known as an international grassroots leader, TASH helps communities via research, education, and advocacy for inclusive education. The website provides webinars with information. Members work to promote equity for all people in society and work hard to make sure that everyone is allowed to be included and participate in all aspects of life. TASH has been in existence for twenty-five years. TASH supports a vision of inclusive education with high expectations for all students and members recognize the legal rights to and reciprocal benefits of such a system.



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Glossary

Climate

Classroom climate is created by the school, teachers, and students so that everyone feels included and safe while being intellectually engaged in the learning process. A good climate recognizes that everyone is different and that those differences should be celebrated and not cause for alarm. Additionally, a strong climate provides access and opportunities for all students to succeed.

Cognitive Strategy Instruction

A method for working with students with a diverse range of backgrounds, abilities, and interests, this model is sequential in nature and very in-depth. Educators can adapt the method to fit specific students and the strategies employed are goal-directed, habitual, adaptable, and automatic. All of the stages can be re-ordered or combined to fit a students' most effective way of learning or ability-level. Students also become masters of this step-by-step process thus in turn re-thinking and re-applying the newly learned strategies. The major steps include developing and activating background knowledge, then sequentially discussing, modeling, memorizing, and supporting the strategies, and finally independent performance.

Co-Teaching

One of the most common ways of approaching the achievement of inclusive schools, co-teaching is a collaborative effort which works when all parties understand their worth and value and focus on the same goal. There are several methods to co-teaching including supportive, parallel, complementary, and team teaching. Working in this way eliminates the black/white way of thinking which usually comes from determining that one teacher teaches their own subject while the other helps out. Co-teaching involves using both teachers equally; only the manner in which subjects are taught vary.

Differentiated Instruction

All students do not learn in the same way, at the same time, or in the same capacity. Therefore, instruction should be varied so that all students can benefit and succeed; instruction that is adapted is known as differentiated. To delve deeper than simply varying instruction, one can differentiate the content that is taught, the process in which that content is taught, and the actual product to be delivered. Differentiating the content includes working the on content emphasis and the actual content. The process can be varied by the instructional materials used, the engagement levels required, and by creating an environment of flexibility such as by using digital text, audio, and graphics. Product differentiation means that teachers allow students to present a final product in a variety of ways, such as allowing for visual or oral presentation as opposed to a written text.

Inclusive Curriculum

In order to prevent curriculum, which is typically designed for most students while making specific accommodations only for a select few, from becoming an arena where the idea of a "typical student" is

reinforced, curriculum can be structured to become inclusive to all students. This type of curriculum is created as universal for all students' learning and is flexible with built-in options from the beginning. By designing curriculum to be all-encompassing from the start, this eliminates the need to addend curriculum to fit a select few students and creates a curriculum which gives access to all students.

Inclusive Education

These systems reject the exclusion and segregation of students for ANY reason: gender, language, household income, sexual orientation, race, ethnicity, national origin, ability, or any special needs. Inclusive education involves a commitment by all to create a community that is equitable for all students while keeping learning opportunities relevant and high quality. In this system, schools meet the diverse learning needs of all students while simultaneously celebrating student differences.

Opportunities to Learn

Opportunities to learn is a phrase that collectively refers to the resources students are exposed to within their educational settings. These include, but are not limited to: students' access to teachers who are well-prepared and qualified to teach diverse learners and who are committed to teaching all students within the general education classroom environments; schools and grade levels that are organized to allow for maximal student attention; multiple options for courses that are rigorous and varied in content; culturally responsive effective instructional strategies; access to a variety of culturally responsive relevant instructional materials; curricular content that is meaningful and of sufficient breadth; and finally, a social climate for learning that is informed by students themselves.

Student-Centered (*Person-Centered*) Planning

Derived from a family of processes aimed at organizing and guiding a community change in regard to individuals with disabilities, this type of planning has been adapted to focus specifically on all students who may require additional support in inclusive schools or classrooms. For this type of planning to work, everyone must be involved and respectful of the student while remembering that the purpose of student-centered planning is for student learning through interaction.

Teacher Identity

A teacher's identity involves personal background knowledge and experience, beliefs, preferences, and values. All of these can influence how a person teaches and how they approach certain situations.



Equity Alliance at ASU

This certificate is presented to

*For successfully completing
_____ contact hours of the
Professional Learning Module
Inclusive Education
for Equity*

Signature

Date

Signature

Date