



# Inclusive Education for Equity

*Professional Learning*

*Module 1*





# Academy 3:

## Exploring Inclusive Practices in Classrooms



# Introductions



 Facilitators

 Sponsors



The Equity Alliance at ASU

[www.equityallianceatasu.org](http://www.equityallianceatasu.org)

# Introductions



## Participants

 Roles



 Take Away



# 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.



# Academy 3 Agenda



| <b>Time</b> | <b>Event</b>   |
|-------------|--|
| 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 &amp; Feedback</i>                               |

# 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.

**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-Away:

**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-Away:

*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:

Some of the foundational publications



# Lecturette 1






## Inclusive Curriculum & Instruction

# 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.

# Inclusive Education



All students  
are...

Engaged

Learning

Aware of their  
importance &  
that they  
*matter*



Inclusiveness  
depends on...

Teachers'  
identities

Students'  
identities

Classroom  
elements

# Teacher Identity:

*Who you are shapes how you teach*

## ○ Individual/historical experiences



# Teacher Identity:

*What you know , like, & believe shapes how you teach*

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What is it that ...



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

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

# School & Classroom Cultures:

*What is already there shapes teaching & learning*



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

# 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 :*

- ☀ Decorations
- ☀ Use of physical space
- ☀ Use of time
- ☀ Relationship building
- ☀ Addressing & resolving conflict
- ☀ Building appreciation
- ☀ Learning from individuals' differences
- ☀ Fail-safe culture
- ☀ Democratic decision making



## 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?



# 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.”*











## 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?



## Inclusive Classroom Curriculum

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### 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
-



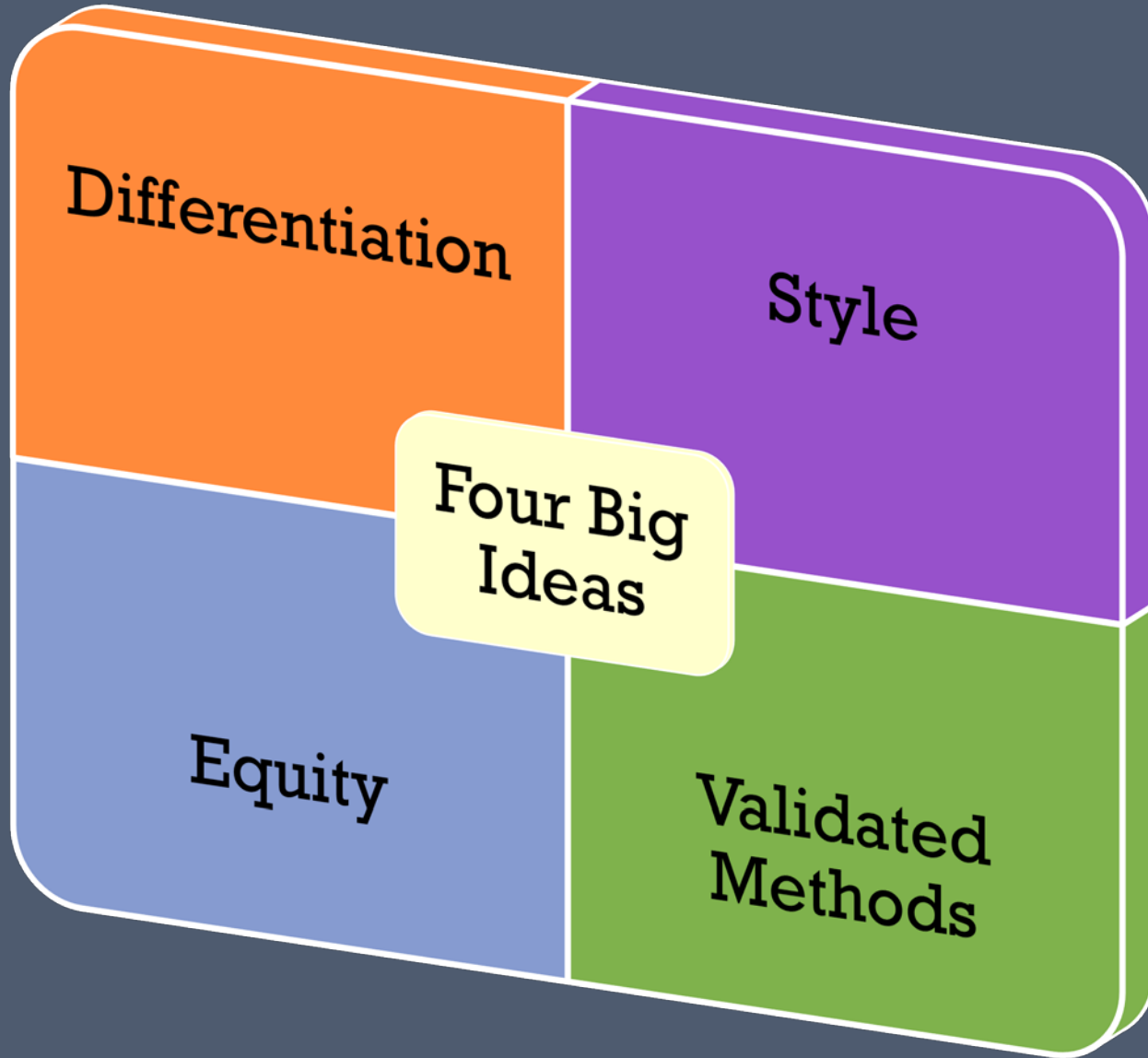
## Questions to Guide Creation of Inclusive Classroom Curriculum

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- 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?



# Inclusive Instruction



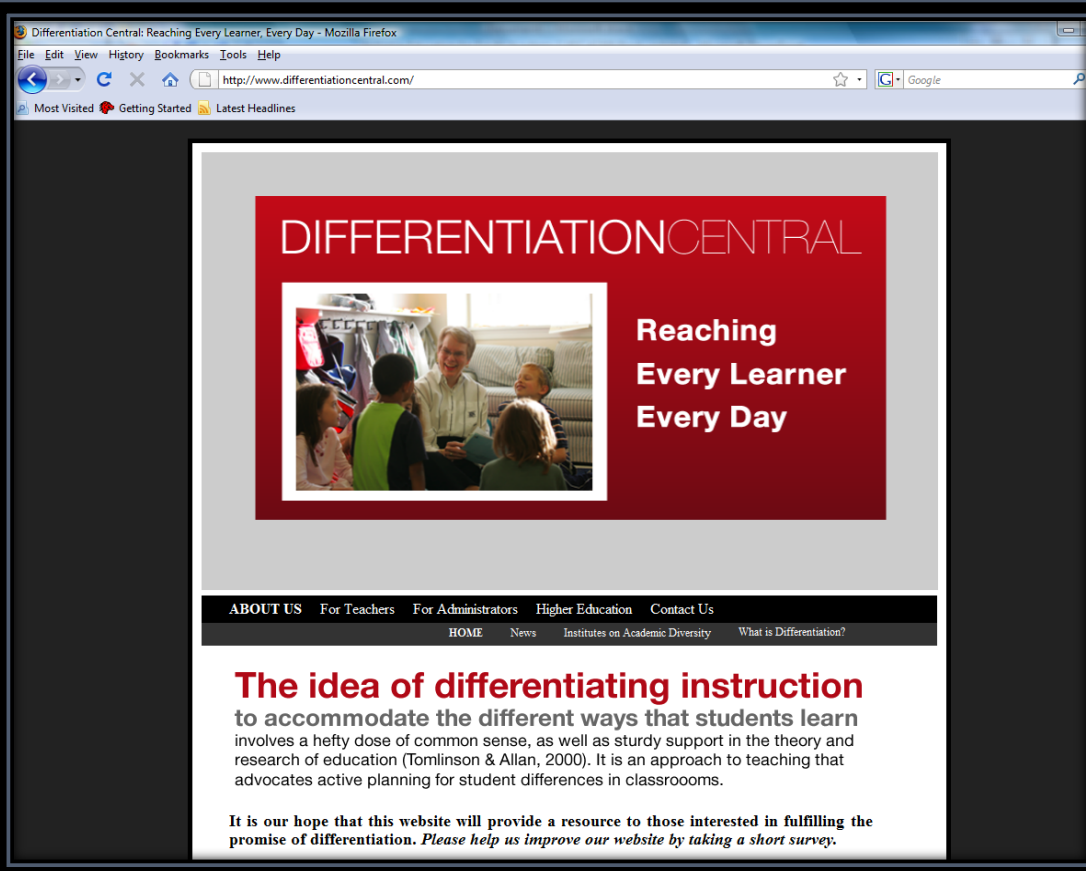
# Inclusive Instruction

## Differentiation

*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



DIFFERENTIATIONCENTRAL

Reaching Every Learner Every Day

ABOUT US For Teachers For Administrators Higher Education Contact Us

HOME News Institutes on Academic Diversity What is Differentiation?

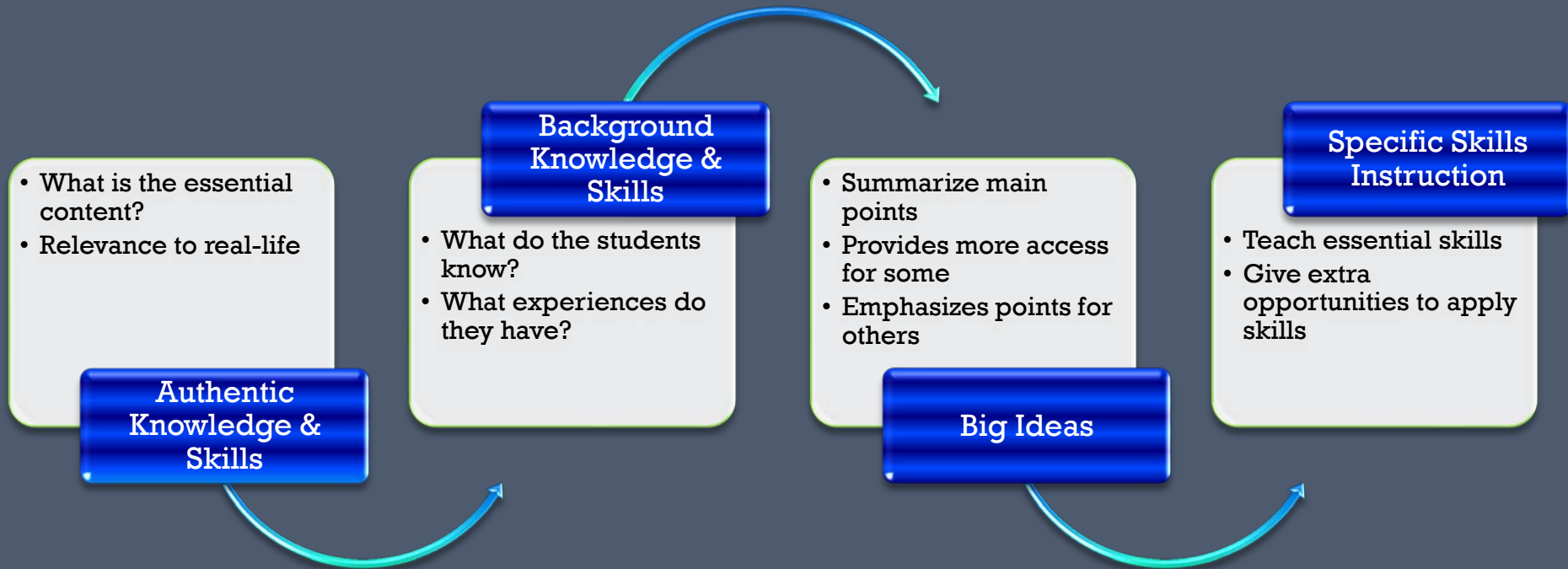
**The idea of differentiating instruction** to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student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

# Inclusive Instruction

## Differentiate Content



# Inclusive Instruction

## Differentiate Process & Product

### Process

### Product

#### Instructional Elements

- Manipulate Value
- Manipulate Weight

#### Flexibility

- Digital text
- Auditory materials
- Visual aids
- Add text to graphics

#### Engagement

- Mix tasks for support vs. challenge
- Cultural interest
- Novel vs. familiar

#### Variable Format

- Verbal
- Written
- Drawn
- Gestured
- Technological

## Inclusive Instruction

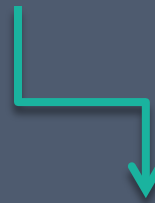
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### Validated Methods

## 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

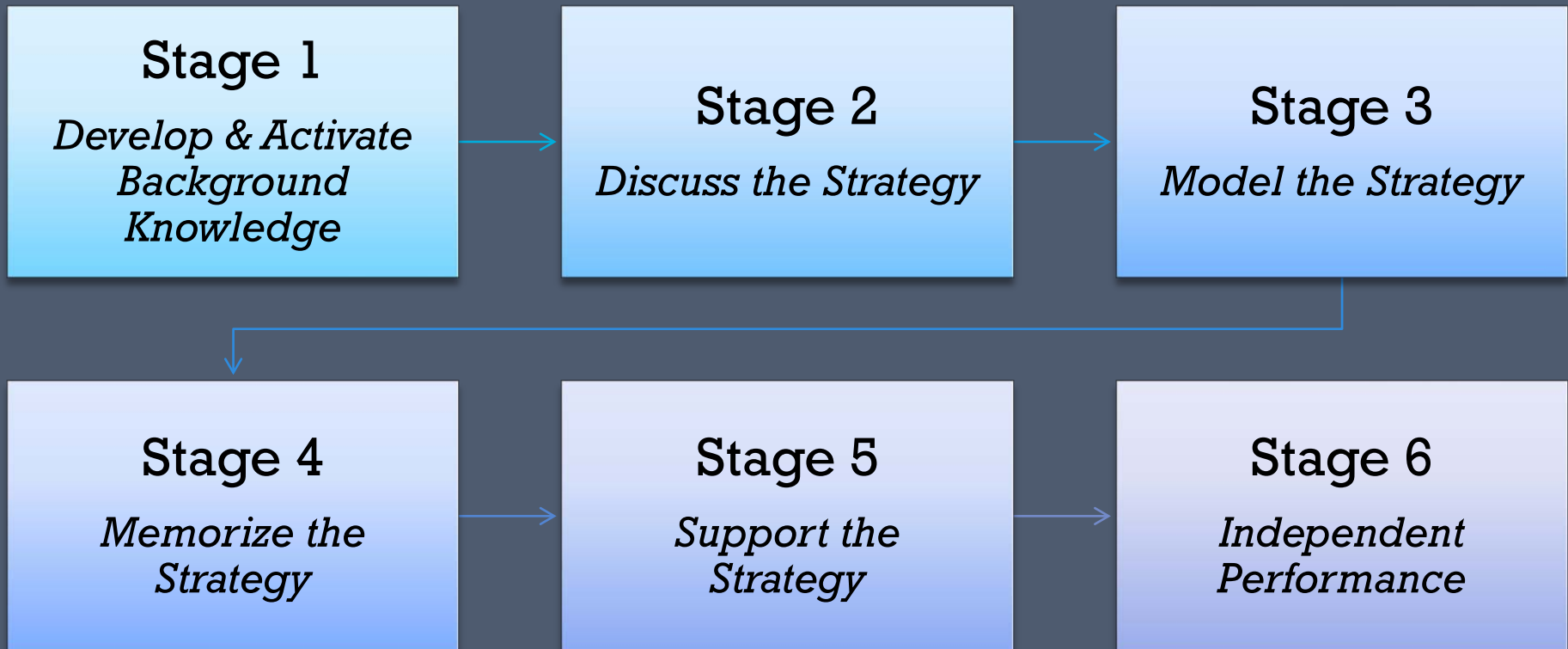


### Cognitive Strategy Instruction (CSI):

- ❑ 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

# Cognitive Strategy Instruction

**Inclusive Instruction**  
**Validated Methods**



# 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

5



# Inclusive Instruction

Equity



# 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



## 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?



# 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.





## 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?



# **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.



# 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: 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

The image shows a stack of four handouts. The top handout is titled "Academy 3: Activity 2" and "What am I looking for? Creating an Inclusive Classroom Observation Guide". It contains a paragraph of text, a line for "Teacher: \_\_\_\_\_ Grade(s): \_\_\_\_\_ # Students: \_\_\_\_\_", and a section titled "Inclusive Climate" with five numbered prompts. The second handout is titled "Inclusive Curriculum" and has five numbered prompts. The third handout is titled "Inclusive Materials" and has five numbered prompts. The bottom handout is titled "Inclusive Outcomes" and has five numbered prompts.

**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.

**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 why?
- 2.
- 3.
- 4.
- 5.

**Inclusive Curriculum**

1. What evidence do you see that curriculum incorporates students' biographies?
- 2.
- 3.
- 4.
- 5.

**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**

1. Draw the Room Arrangement
2. Write down what's on the walls
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?
4. Equity matters:
- 5.



# Lecturette 2

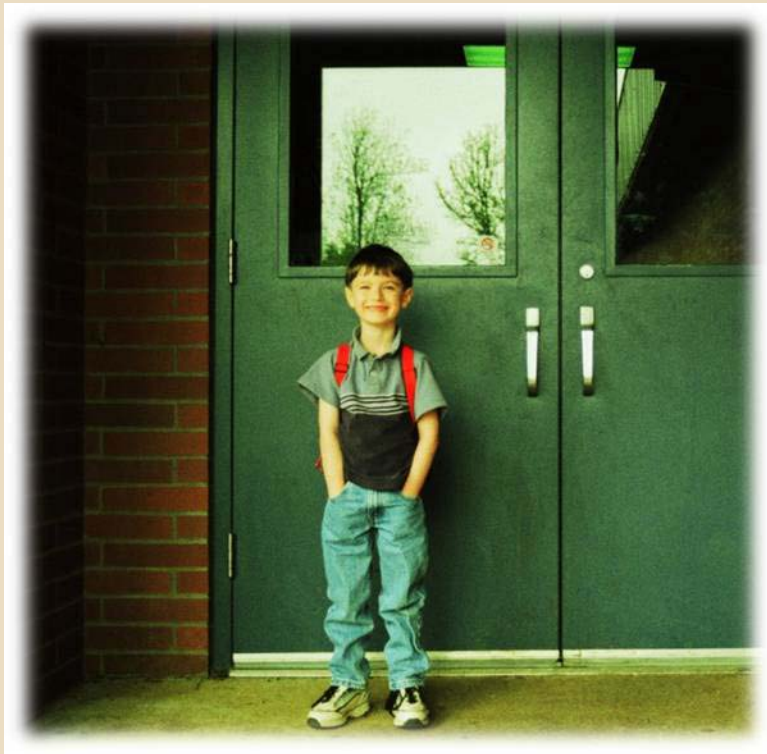




Student-Centered Planning

# Lecturette Outcomes



*Participants will:*



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



## *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.**

**Purpose is to learn through interaction.**

**Aims to change common patterns of school routines.**

**Enlists various school community members to assist in planning.**

**Requires collaboration & aims to deconstruct unequal power relationships.**

**Replace these with relationships which have shared power in decision-making.**

# PATH PROCESS

## Desired Outcomes & Goals

- Visioning process
- Focus on identifying person's dreams

## "North Star"

- Person speaks about
  - Ideals
  - Values
  - Passions
  - Hopes & Dreams
- Provides direction for life

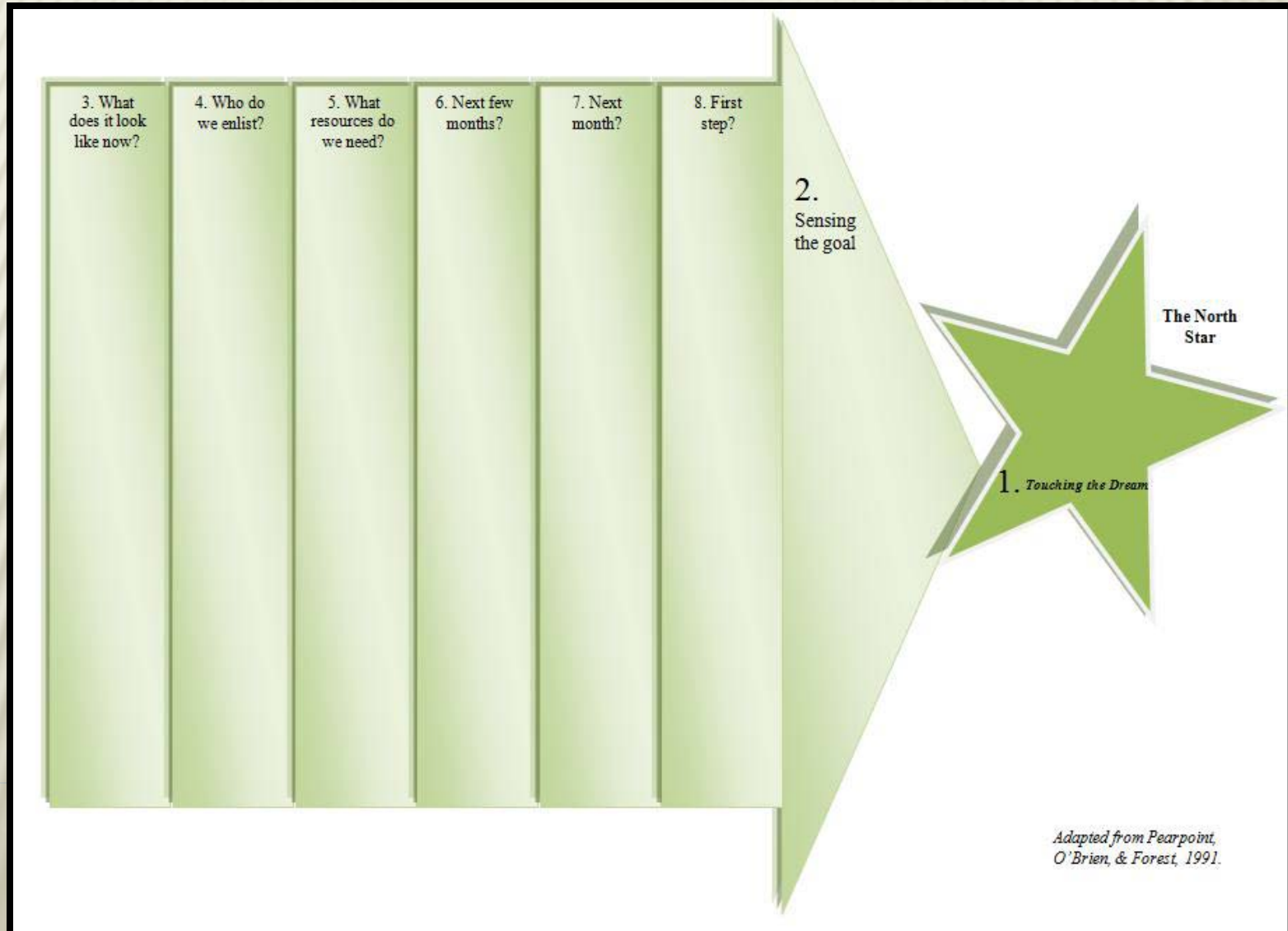
## Move Back to First Steps

- Begin at the positive and the possible
- Relies on support of others

## Steps of PATH

- Touching the Dream
- Sensing the Goal
- Grounding in the Now
- Enrolling
- Recognizing Ways to Build Strength
- Charting Action
- Planning Next Month's Work
- Committing to First Step

# PLANNING ALTERNATIVE TOMORROWS WITH HOPE PROCESS (PATH)





# ***TOUCHING THE DREAM***

Questions to assist a person identify their dream may be:

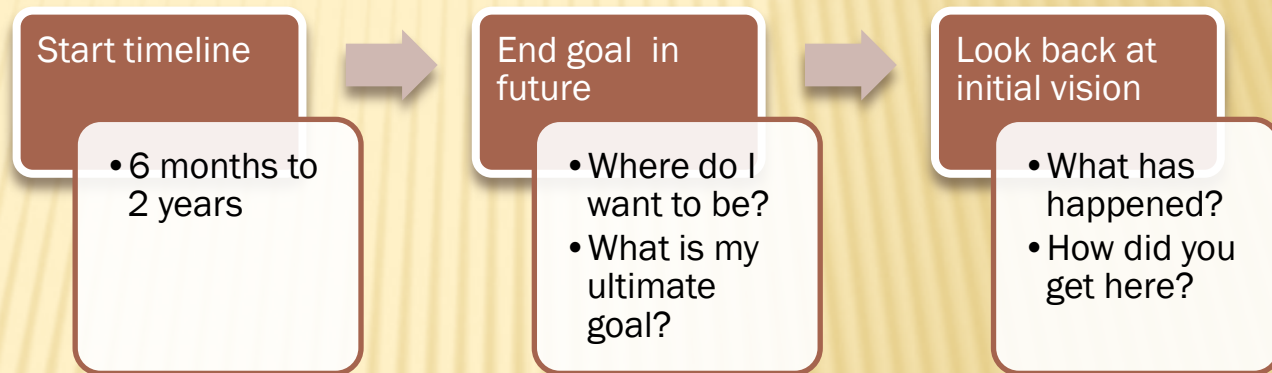
- What ideals do you most want to realize?
- What values do you want to guide you?
- What gives directions to your life?
- What drives you?



# ***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





# ***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**



# ***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



# ***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



# ***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**



# ***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



# ***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: 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

|                                |                      |                               |                     |                |                |
|--------------------------------|----------------------|-------------------------------|---------------------|----------------|----------------|
| 3. What does it look like now? | 4. Who do we enlist? | 5. What resources do we need? | 6. Next few months? | 7. Next month? | 8. First step? |
|--------------------------------|----------------------|-------------------------------|---------------------|----------------|----------------|

**TONY'S**  
\*(the team might)

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

**Tony, teach**

**Academy 3: Activity 3  
Facilitating a Student PATH**

**If you remove**

**Reminder of**

1. **Touch**
2. **Sensit**  
in bal  
occur
3. **Group**  
prese
4. **Enroll:**
5. **Recoq**  
suppl  
to be  
be str
6. **Let's c**  
on plc
7. **Planni**  
Cruci  
step r
8. **Comr**  
step L  
the fir

*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.





# Leave Taking



 Self Assessment

 Debrief

 Equity Academy Evaluation