

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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Academy 3: Exploring Inclusive Practices in Classrooms

Leadership.....	2
Equity Module: Inclusive Education for Equity	5
<i>Equity Alliance at ASU Professional Learning Principles</i>	5
Professional Learning for Equity: Assertions & Outcomes.....	6
What are Professional Learning for Equity Modules?	7
Equity Academy Abstract:	8
Equity Academy Outcomes:.....	8
Equity Academy Agenda:	8
Tips for Facilitating Professional Learning for Equity Modules	9
Special Facilitation Tips for Talking About Potentially Emotional Topics:	11
Equity Academy Overview	13
Activity 1: Challenges & Opportunities in Inclusive Classrooms.....	16
Lecturette 1: Inclusive Curriculum & Instruction	17
Activity 2: Creating an Inclusive Classroom	33
Lecturette 2: Student-Centered Planning	34
Activity 3: Facilitating a Student PATH.....	40
Leave Taking.....	41
<i>Leave Taking, Part 1: Self Assessment</i>	41
<i>Leave Taking, Part 2: Debrief</i>	42
<i>Leave Taking, Part 3: Academy Evaluation</i>	43
Resources	44
References Cited	47
Glossary	48



We strive to produce the most reliable and current academies possible. Therefore, our academies are updated regularly based on facilitator and participant feedback, on subject-matter expert input, and on up-to-date research. You will find the version of this academy on the Table of Contents page. Please check our web site regularly – www.equityallianceatasu.org - to find new versions and addenda to this academy.



Equity Module: Inclusive Education for Equity

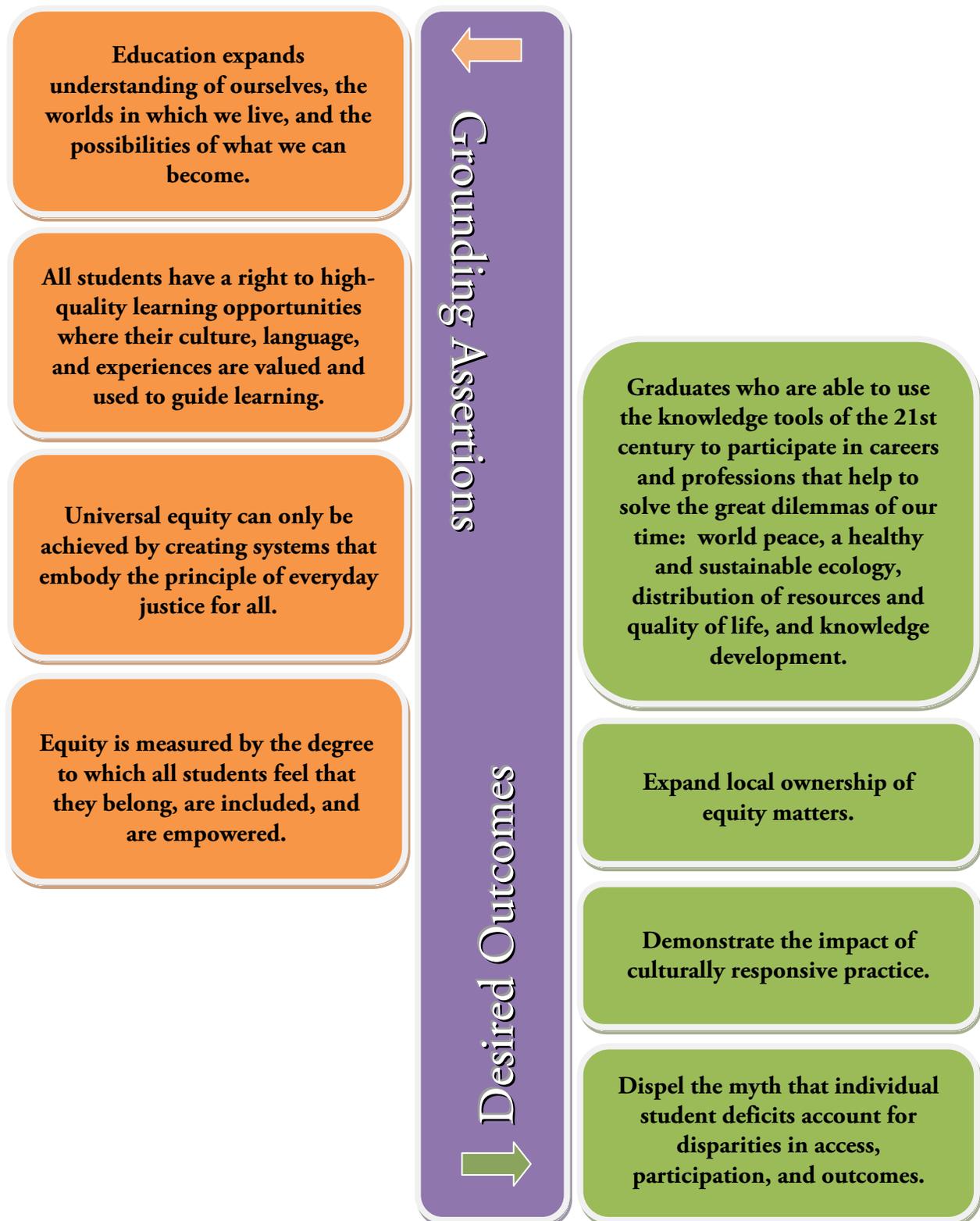
Academy 3: Exploring Inclusive Practices in Classrooms

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 those interested in career-long learning about education, including all roles and candidates in the education profession, as well as all 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 these modules 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 participants to learn about what inclusive education looks like in the classroom. Participants will learn about, reflect upon, and discuss information about challenges relating to and including all students within their classrooms while acknowledging their own role in the process. Participants will be exposed to examples of successful inclusive classroom and learn to recognize elements of inclusive settings. Participants will have the opportunity to begin questioning their own practice and professional development growth, thus enabling and assisting them in making their classroom more inclusive. Additionally, through a planning process, participants will develop their understanding of strategies to create an ideal inclusive setting and begin person-centered planning. This process will assist participants in applying their new knowledge to begin developing a student-centered plan for a particular student’s needs in their classroom.

Equity Academy Outcomes:

As a result of the activities and information shared at this Equity Academy, participants 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.
-  learn processes for student-centered planning in order to meet needs of students who require additional supports.

Equity Academy Agenda:

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

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>



Tips for Facilitating Professional Learning for Equity Modules



FACILITATOR NOTES: You may be reading this because you are leading the professional learning efforts around this module at your school, district, or educational site. Each Facilitator Manual provides detailed information about every aspect of an academy from the academy outcomes through the academy content and, finally, evaluations. In most cases, you will follow the same process when presenting every academy: (1) Introduction to *Equity Alliance at ASU* Professional Learning Modules for Equity; (2) Equity Academy Overview; (3) Equity Academy Session; (4) Self-evaluation; and (5) Equity Academy Evaluation.

Please make sure that you prepare for each academy by reviewing all the materials: Facilitator Manual, lecturette presentation, lesson plans, activity handouts, and participant materials. More than likely, there are lots more notes provided for each Equity Academy Session than you may need to present this module effectively. We have covered extensively the content provided in this Academy, so that even someone who is not very familiar with the topic is able to facilitate a community's learning around the topic. The notes ***ARE NOT MEANT TO BE READ***, as someone might read a script. Instead, they are meant to familiarize the facilitator, before leading the module, with the content. If you have questions or comments about this or any other academy, please contact the *Equity Alliance at ASU* (joetta@equityallianceatasu.org). We welcome your questions, suggestions, and feedback!

Before delving into the flow of the Professional Learning Modules for Equity, please read through the following tips that can help you and your participants get comfortable and maintain focus on learning and growing. We hope that you enjoy facilitating these learning opportunities as much as we have. Any time you see the Facilitator Note Icon (the notebook pictured to the left), we provide a tip or instruction for leading the conversation.



TIPS FOR GETTING STARTED: Before participants arrive, set up the room at a comfortable temperature and with table and chair arrangement that is conducive to communication. Introduce the Equity Academy facilitators, and provide an overview of *Equity Alliance at ASU* and sponsors of the Equity Academy. Talk a bit about what a Professional Learning Module for Equity is, its structure, how it is designed, and present the academy topic and outcomes. Explain the roles the facilitators will play and have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. The PowerPoint for each academy of

the module includes introductory slides.



TIPS FOR MOVING THINGS ALONG: Included in the academy is a time schedule for activities— stick to it! Try to begin and end on time, and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as needed. During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To “cut people off” politely, ask others what they think or ask a questions to get the discussion moving in a different direction.



TIPS FOR MANAGING ACTIVITIES: Whenever you see the icon pictured to the left, you will shift the group from a lecturette to an activity, and find directions for leading that activity. Before beginning, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions. If necessary, have each group select a person who will take notes and report to the larger group the outcomes of their discussion or work. While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don’t interfere in the group process unless they need assistance.



TIPS FOR LECTURETTES: Practice timing yourself so you don’t run over the allotted period. Copies of the PowerPoint slides and facilitator notes are provided in this manual. Each slide is accompanied by a lecturette icon (as seen on the right), a pause for questions and answers is identified by a question icon (seen below in the “tips for participant questions” section), and a stop sign icon indicates a participant activity.



TIPS FOR PARTICIPANT QUESTIONS: Space is included in the participant materials for note-taking. Urge participants to jot down notes and save their questions for the Q and A periods so the Equity Academy does not run over the allotted time.



TIPS FOR LEAVE-TAKING: To wrap things up, ask people to take a minute to think about what they learned during the Equity Academy. Ask the participants to complete the self-assessment and share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. Ask participants to complete the Academy Evaluation before they leave as a way to improve future academies.



Special Facilitation Tips for Talking About Potentially Emotional Topics:

Facilitating conversations about equity, culture, race, power, and privilege requires a set of skills that may be different from other facilitation/training experiences you have had in the past. These topics often stir up strong emotions and reactions. Be prepared to diffuse and redirect anger or attacks, and support individuals who are struggling with feelings of guilt, shame, anger, sadness, and defensiveness.

To facilitate these equity conversations requires that you:

-  Have read sufficient background material from the reference list provided in the academy.
-  Have a well-developed understanding of your own identity and culture, and be willing to share those experiences with others.
-  Can hold multiple perspectives.
-  Are able to remain objective and not take comments personally (compassionate detachment) and utilize active listening.

Tips for facilitating difficult conversations:

-  Don't ignore a conflict between participants if one arises, for such a situation will not disappear on its own. Invite participants to respectfully share and explore each point of view in order to ensure they are heard.
-  Recognize and acknowledge how the conflict is affecting others in the group. Invite group members to share emotions, thoughts, and solutions.
-  Encourage each member to allow others to be heard in the group.
-  Create a work environment in which healthy conflict is encouraged. Conflicts can enhance discussion by spurring productive discussions and engaging participants emotionally.
-  Set clear expectations about how participants should approach sensitive topics. For example, create a group norm that conflict around ideas and direction is expected and that personal attacks are not tolerated.
-  Reward, recognize, and thank people who are willing to take a stand and support their position.

If you think you have some growing you need to do on any of the above items, please spend some time on the following websites before moving on to facilitate the Academy

Resources:

http://humanresources.about.com/od/managementtips/a/conflict_solue.htm

<http://humanresources.about.com/cs/conflictresolves/l/aa071002a.htm>



Equity Academy Materials

You should have these materials prior to conducting the Equity Academy:

Facilitator Manual (This document)

We recommend you print it out and put it in a three-ring binder for ease of use.

Academy PowerPoint

You will need access to a computer and projector for presenting the slides.

Participant Handouts

These are provided as a separate .pdf file and contain the Equity Academy overview and agenda, activity handouts, pictures of slides from the PowerPoint presentation, and space for note-taking, self-assessment and academy evaluations and resources. (Handouts can be copied double-sided and in black and white).

Name Tags

Make sure you have broad-tipped felt pens for name tags so that people write their names in large print that can be read from a distance).

Chart Paper

It is preferable that these are displayed on an easel or the type that can be stuck to the wall or other vertical surface

Broad Tip Marker

Use this to make notes on chart paper.

Sticky Notes

These come in handy for dividing participants into groupings by sticky note color on their chairs, for example, or for marking slides in the facilitator manual to come back to later.



Equity Academy Overview

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants. The overview provides you with Leadership Academy background information, this academy's purpose and outcomes, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.



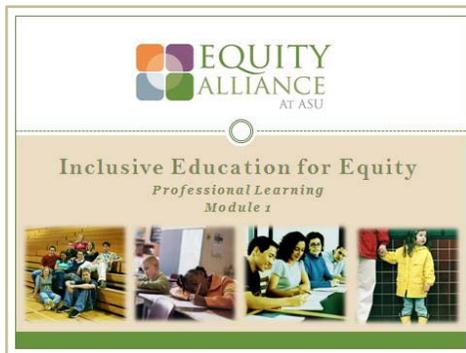
PowerPoint, Facilitator Manual, Projector



15 Minutes



Slide 1



Slide 2



Academy 3 Overview



Slide 3



Introductions

- Facilitators
- Sponsors

The Equity Alliance at ASU
www.equityallianceatasu.org

Introductions: Facilitators and Hosts

Introduce the Equity Academy facilitators (your position and background, and co-facilitators, if any) and the school or district that is sponsoring the academy. Introduce the Equity Alliance, as well.



Slide 4



Introductions

Participants

- Roles
- Take Away

Introductions

Ask participants to introduce themselves, by letting people know where they are from and which roles they play, including responsibilities within their buildings. Also, ask participants to share what they hope to take away from today's session.



Slide 5



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.

Equity Academy Outcomes

Participants in this Academy will apply knowledge of inclusive schools learned in Academy 2, to the creation and strengthening of inclusive classrooms. They will also reflect on how dispositions, sociocultural experiences, and group memberships shape inclusive classrooms.



Slide 6



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

Agenda

Review the agenda with participants.



Slide 7

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



25 minutes



Instructions for leading this activity are on the next page.



Activity 1: Challenges & Opportunities in Inclusive Classrooms

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



Participant handouts; chart paper; broad-tipped marker; speakers for playing audio



Direct participants into groupings of self-selected pairs and facilitate the following steps:

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

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? (Lindsay, 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 engaging how environmental and sociocultural factors shape the 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 student's learning in the general education classroom?" "What school structures would be useful in making your collaboration work 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 take a learner as you can be more effective with that 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 Facilitator 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.



20 Minutes



PowerPoint

As **outcomes** of participating in Lecturette 1, 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.

Complete Lecturette Takes 20 Minutes



Slide 8



Lecturette 1 Overview

Schools are the centers of inclusive change in any educational system, and become so when they are organized in ways that create space and time for teachers to plan and learn together in order to create classrooms where all students get what they need and experience success.



Slide 9

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.

Lecturette Outcomes

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 10

Inclusive Education

All students are... Engaged

Inclusiveness depends on... Teachers' identities

Learning

Students' identities

Aware of their importance & that they matter

Classroom elements

Inclusive Education Classrooms

The inclusive classroom is a place in which all students are able to be engaged, learn, and know that they are important and matter. Overall, the inclusiveness of a classroom depends on the kinds of interactions that occur between and among educators and the students in the classroom.

These interactions are shaped by many factors:

1. Teachers' identities, including their individual experiences and collective experiences of groups with which the teacher affiliates
2. Students' identities, including their individual experiences and collective experiences of groups with which students affiliate; and
3. Classroom elements- what is already there in schools and classrooms that constrain and emancipate teaching and learning.



Slide 11

Teacher Identity:
Who you are shapes how you teach

Individual/historical experiences

Gender

Race/Ethnicity

1st Language

Dis/Ability

Religion

Social Class

Sexual Orientation

Reflect on your own experiences

Teacher Identity: Who you are shapes how you teach.

Teachers' identities, including individual experiences and historical experiences of groups with which the teacher affiliates impact how teachers teach.

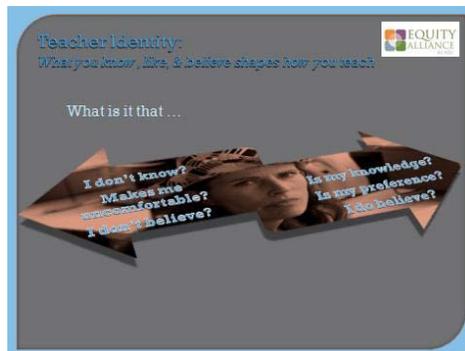
Facilitator note: Ask that participants take a few minutes to reflect on how experiences they

have encountered in connection with any of the following identity markers may affect their own teaching. These could be experiences in their own schooling, in their families, or in their day to day work or public lives. Some aspects which shape who you are include: Gender, Race/Ethnicity, Primary Language, Social Class, Sexual Orientation, Religion, National Origin, Dis/Ability, and any others?

Next, ask teachers to think about how knowledge, comfort, or beliefs about any groups with the above identity markers influences their teaching of students with various memberships in these and other identify groups.



Slide 12



Teacher Identity: What you Know, Like, and Believe Shapes How you Teach.

Teachers’ background knowledge, preferences, and personal and group beliefs also shape their teaching. This includes what you do not know, feel uncomfortable with, or don’t believe. This may include a belief that inclusive classrooms are not effective for all students, or a discomfort with teaching students with severe dis/abilities.

While it is OK to acknowledge certain beliefs or discomforts that impact your teaching, you must then decide that you will address and tackle these by building your own professional knowledge and capacity, personal relationships, and experiences which will support you in creating a classroom where every student belongs, learns, and experiences positive outcomes.



Slide 13



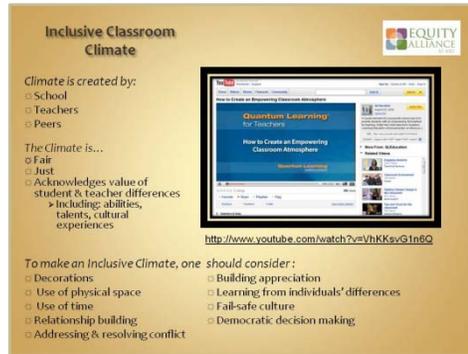
School and Classroom Cultures: What is Already There Shapes Teaching and Learning.

Both teaching and learning are emancipated and constrained by the following elements of inclusive classrooms: climate, curriculum, instruction, materials, assessment, and outcomes.

At the most general level, educators who strive to create inclusive classrooms ask themselves at the end of each and every day, “Which of my actions today moved specific students and student population groups toward educational opportunity and which actions moved them farther away from it?” (Pollock, 2008). This question applies to every one of these six elements. Let’s take a closer look at what they are, how they shape teaching and learning, and what you can ask yourself so that you can continually improve upon these elements in your classroom.



Slide 14



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

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

<http://www.youtube.com/watch?v=vhKKsvG1n6Q>

Inclusive Classroom Climate:

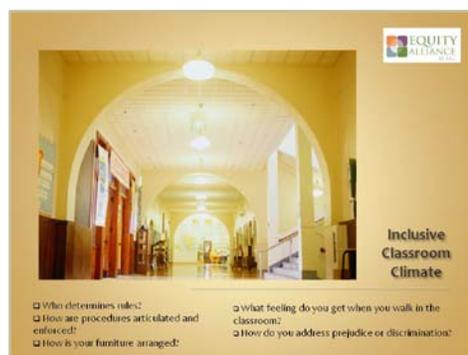
In inclusive classrooms, the climate is created by the school, teachers, and peers so that students feel safe, cared for, and intellectually engaged. An inclusive classroom climate is fair, just, and acknowledges the value of student and teacher differences, including individuals abilities, talents, and cultural experiences. Inclusive classrooms are set up so that all students have

equitable access to resources and opportunities.

There are lots of areas to consider in creating inclusive classroom climate. These include decoration and use of physical space (including lighting and temperature), use of time, relationship building, addressing and resolving conflict, building appreciation and learning from individuals' differences, a fail-safe culture, and democratic decision making. This short clip from Quantum Learning Education has two teachers talk about how they create a classroom climate that is fun and engaging.



Slide 15



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?

Questions to Guide Classroom Climate:

In your building of an inclusive classroom climate, consider the following questions to guide your work:

Who determines classroom rules? How are procedures articulated and enforced? Is there a hierarchy of governance within the student population or do all students have an equal voice?

What is the general feeling one gets as they walk

into the classroom? Does the arrangement of furniture promote students working together and with me?

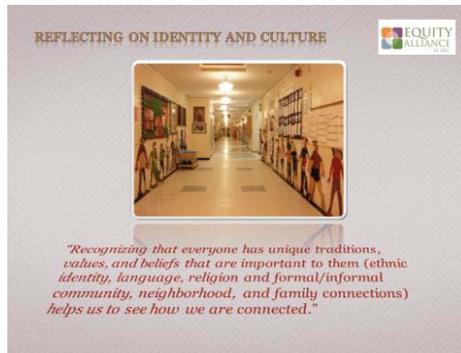
How are actions of discrimination and/or prejudice addressed?

Which of our everyday actions moves specific students or student populations toward educational opportunity and which actions move them farther away from it (Pollock, 2008)?

How do I help student gain fluency in “standard behaviors” while honoring the “nonstandard behaviors” they already have?



Slide 16



Reflecting on Identity and Culture

“Teachers continually express their culture; the danger is being unaware of that expression” (White, Zion, Kozleski, 2004, p.2). While we may now understand that our life experiences, beliefs and identity have an impact on our teaching, we must turn to being aware of the outward expression of these identities and beliefs. Everyone involved in a school system or

community, including administrators, students, teachers, and parents come together with various backgrounds which will impact the relationships we have with one another. The next step is to become aware of how these identities and cultures are presenting themselves within the classroom. Giroux (1992) points out that “teachers need to find ways of creating a space for mutual engagement of lived difference that does not require the silencing of a multiplicity of voices by a single dominant discourse” (p. 201). To arrive at this point, teachers need to acknowledge their own cultural values and how this impacts their own teaching practice. We can expand this thought to recognizing how others’ who come to the classroom also bring cultural norms which need to be valued and held in equal esteem with all present.



*Slides 18-22



Part I: Reflecting on Someone Else’s Classroom



Have participants do the following:

-  Look at these images of a classroom
-  Reflect on examples of identity and culture—are they present or not present in this classroom? What examples are or are not visible?
 -  Teacher’s identity and culture
 -  Students’ identity and culture

-  Now, encourage a conversation among participants where they reflect on how their OWN personal identities and cultures might be affecting the classrooms in which they currently work.



Slide 23



What is present in your classroom?

Questions to guide your thought:

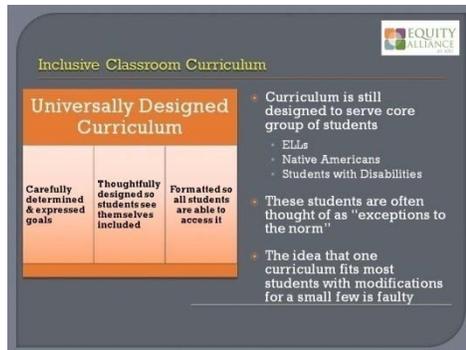
- Does your classroom have evidence of your heritage?
- What might show your religious beliefs in the classroom?
- Do you have accurate and respectful representations of your gender exemplified?
- Are your students' cultural traditions reflected on the walls or in classroom literature?

What is Present in YOUR classroom?

Questions to guide the teachers in thinking about how their cultural norms and practices might be expressed in the classroom---as well as their students' culture and values which are coming to the classroom from home.



Slide 24



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

Inclusive Curriculum

The general curriculum is still largely designed to serve a core group of students that is exclusive of certain groups, such as those identified with disabilities, students who are learning English, and American Indian students. Even when teacher preparation explicitly includes strategies for teaching so-called diverse learners, many times those learners are considered as exceptions

to the norm of who a *typical* student is. The assumption that there *is* a typical group of learners outside of which other learners fall, which is a fallacy. Even learners considered to be members of the same group (demographic or other) are at least as diverse along various dimensions affecting learning as are learners considered to be in different groups (Rose & Meyer, 2002).

Curriculum provides the content of student learning. However, the use of a standard curriculum for *most students* with particular accommodations and modifications for a *small few* reinforces the idea that there is a typical student. Since there is no typical student, to retrofit curriculum that is made for one does not make sense. Instead, curriculum should be universally designed for learning. This means that curriculum is designed to be flexible, with built-in options that support learning differences from the beginning, and the need to retro-fit is rarely, if ever, necessary. For much more information on Universal Designs for Learning, see the National Institute for Urban School Improvement's Professional Learning Module on the topic.

http://www.urbanschools.org/professional/module_4.html

From the start, curriculum that is *Universally Designed for Learning* is designed to provide an appropriate challenge for all students through **carefully determined and expressed goals** that truly get at what students are to learn, rather than the means for learning. An example of the difference between the two is the difference between generating an essay about the three branches of US government or writing a 300 word essay about them. The first goal is universally designed so that it is apparent that the goal is to have students be able to outwardly express their learning about the US

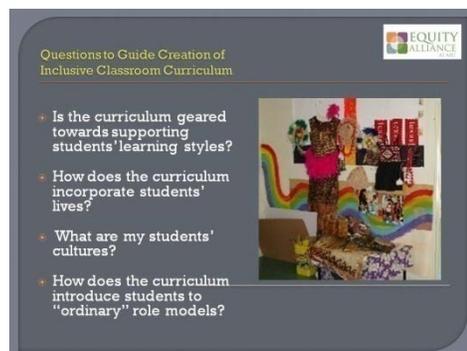
government, while the second goal limits students demonstration of learning to handwritten format of a particular length. For this reason, the latter goal would need to be retrofitted or accommodated for any number of students.

Curriculum that is inclusive is **thoughtfully designed so that students see themselves included in it**. That is, students are able to see themselves in what and who they are learning about, how materials are used and content is delivered, and the skills that are taught are framed in such a way that students are able to make connections to their lives and histories. Further, inclusive curriculum has multiple access points for students to become engaged.

Finally, inclusive curriculum is **formatted so that all students are able to access it**. This is increasingly easier with the development of more and more advanced digital media, including text that can be modified in content, size, or emphasis, video and photographs, that can be presented in a multitude of ways. What this means, however, is that teachers must become increasingly skilled with ways of designing and presenting curriculum in these flexible formats.



Slide 25



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?

Questions to Guide Design and Implementation of Inclusive Curriculum:

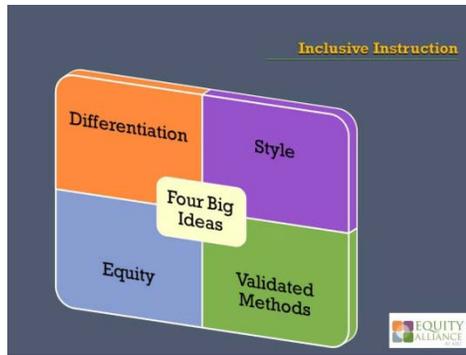
In your design and implementation of inclusive curriculum, consider the following questions to guide your approach:

- How does curriculum incorporate children's biographies?
- What are my students cultures, as they live it, and how does curriculum address and provide resources for these lived experiences?
- How does curriculum introduce students to "ordinary" role models; rather restrict learning about famous role models?
- How does the curriculum meet the needs of individual students, subgroups, larger groups, all students?

Picture taken from: www.lead.ece.govt.nz/.../CultureAndIdentity/



Slide 26



Vaughn, Bos, & Schum, 2007).

Four Big Ideas of Inclusive Instruction

In an inclusive classroom, instruction addresses students' learning needs and outcomes. Instruction that attends to student differences, including, socioeconomic status, race, ethnicity, religion, primary language, sexual orientation, or dis/abilities is instrumental in creating inclusive classrooms (Choate, 2004; Coyne, Kame'enui, & Carnine, 2007; Mastropieri & Scruggs, 2007;

There are four big ideas to inclusive instruction, including differentiation, validated methods, style, and equity.



Slide 27

Differentiate Instruction

Is it reasonable to expect all students in your classroom to learn the same thing, the same way, in the same amount of time? We don't think so either. Differentiated instruction is personalized instruction.

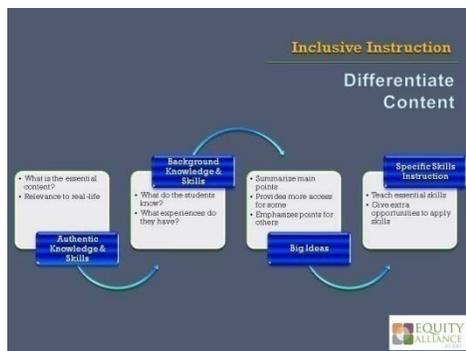
However, a lot the conversation about differentiated instruction doesn't go much deeper than this kind of description. So, in the next several slides we're going to talk about three things to *differentiate* in your instruction in order to make it inclusive for all students: Content, Process, and Product.

However, a lot the conversation about differentiated instruction doesn't go much

The website depicted in this slide has lots of print, audio, and video resources for educators to utilize as they learn to differentiate their instruction to meet the needs of all learners.



Slide 28



Differentiate Content

Differentiation of the content emphasis and the content itself according to individual needs and interests renders the content more applicable to the learner.

Content emphasis should focus on these four elements:

Authentic Knowledge and Skills. Emphasize the most essential content and talk with students

about its relevance for real-life.

Background Knowledge and Skills. Students bring different background experiences,

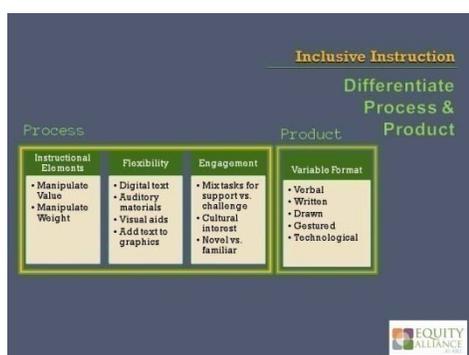
knowledge and skills into the classroom, which shapes the ways in which they identify with content. To differentiate your instruction you have to know what knowledge and experiences students bring. Differentiated instruction includes gathering this information throughout the instructional process.

Big Ideas. While some students infer the big ideas from content lessons, other students may need help. Summarize the big ideas to improve access for some and add emphasis for others.

Specific Skills Instruction. Specifically teach the essential skills for mastering the content of each lesson, and provide extra opportunities to apply those skills.



Slide 29



Differentiate the Process

Students learn differentially, so instructional variables have to be flexible (Willis, 2007). This flexibility is achieved by manipulating instructional variables to focus on elements including instructional elements, presentation format, and required levels of engagement.

Instructional Elements. To address individual

learning profiles, manipulate the value and weight of the instructional elements, particularly intensity, explicitness, duration, format, specific tasks, adult or peer guidance, and accommodative supplements; variance in these areas enables differentiated instruction to support the full range of abilities and interests.

Flexibility. Present information so as to provide ready access for all learners from the start.

Text: Use *digital* text because it can easily be manipulated and adjusted to student needs (e.g., vary size, shape, color) and also can be output as speech.

Audio: Supplement auditory material with visual aids (e.g., printed captions, outlines of key points) to offer clarification and emphasis and to accommodate visual learners.

Graphics & Images: Supplement graphics with text and/or voice and supplement text and voice with graphics and images.

Engagement. Mix tasks to provide support vs. challenge, novelty vs. familiarity, and cultural interest.

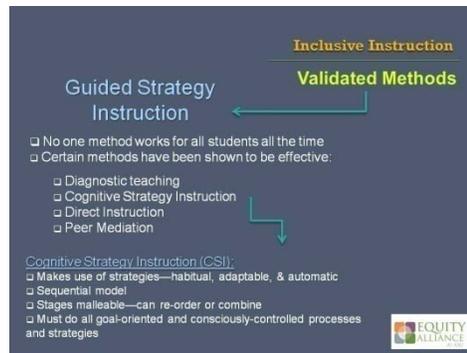
Differentiate the Product

Permitting variance in products that students are required to produce in order to facilitate their learning is an important way to build students' self-expression as a value in your inclusive classrooms. Students might choose to produce products that are verbal, written, drawn, gestured, or presented with computers. Of course, these

products are also a way for students to assess their own learning and for teachers to assess student progress and shape future instruction. We'll talk in more detail about the assessment function of products in a bit.



Slide 30



Validated Methods:

Validated methods are imperative for instruction to be inclusive.

Methods are the instructional approaches teachers take to facilitate students' learning. These include the social organization of the classroom around participation in learning and inquiry. No one method works for all students all the time, but these methods have been shown

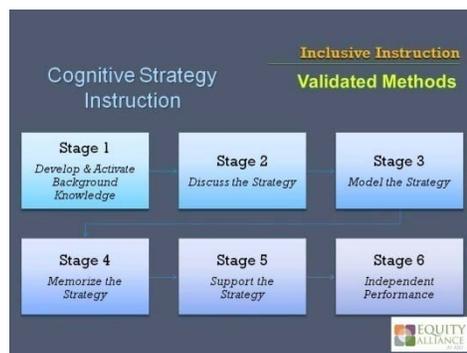
to be effective for working with a diverse student population in inclusive classrooms: Diagnostic teaching; Cognitive Strategy Instruction; Direct Instruction; Peer Mediation.

Cognitive Strategy Instruction (CSI) has a large research base that supports its effectiveness as a method for working with students with a diverse range of interests, backgrounds, and abilities. CSI is based on Harris and Graham's (1996) Self-Regulated Strategy Development model, which makes the use of strategies habitual, adaptable, and automatic. This model is sequential, and in-depth, but educators use their own professional judgment to adapt it to the needs of learners. Stages can be re-ordered and/or combined, but all stages should be addressed. Stages should be revisited to build student mastery over time, so that they can re-think and re-apply learned strategies until they become more automatic.

Strategies are goal-directed and consciously-controlled processes that facilitate performance, and in this case, learning. Therefore, students have to be able to understand what the breakdown of what they are doing and why. They should be able to fill in the blanks in this sentence. "This how I am doing_____ and this is why_____."



Slide 31



Cognitive Strategy Instruction (CSI):

These are the stages of CSI:

Stage 1: Develop and Activate Background Knowledge

Knowing a students' background knowledge and what background knowledge needs to be developed as a prerequisite for performing the strategy to be taught, requires teachers to do a task analysis. The task analysis is performed by asking and listing, "What are all of the

things the student must know and/or be able to do to learn the strategy?”. After the task analysis, teachers assess students’ knowledge related to the strategy by observing, student performance, using curriculum based measures, and asking students.

Stage 2: Discuss the Strategy

Teachers introduce the strategy by explaining how it is responsive to a need that the teacher and student acknowledge a student having. A teacher might say something like, “We’ve been talking about how much you love reading about cars and I see how much you have enjoyed those books you got out of the school library about auto shows. I know you want to be able to understand everything about what you read about cars, especially since you want to design them as your career. I have been learning about a really cool new way for people to understand what they read. I am even doing it myself for my college classes- you know I have been going to school at night to get my Masters degree.” Basically, you have to get students to buy-in to the strategy, because if they don’t the chances they will actually use it are slim. The final part of this stage is introducing the steps of the strategy. Strategy steps should be explained one-by-one and monitor students’ understanding.

Stage 3: Model the Strategy

When you model a strategy for a student, you provide them with the reason behind it and the way to it carry out, as well as the need for their effort and how using it improves outcomes. To do this, the teacher does a “think aloud”. This shows students exactly what the metacognitive process- the planning and thinking- that is behind the action, so a think aloud is more than just saying the steps out loud. Teachers should practice this think aloud before trying it for the first time in front of the student with whom they are collaborating because is challenging to make covert thinking overt. Often a wall chart or cue cards are used to guide the modeling process and students can refer to these for guidance as they practice the strategy with and without the teacher.

Stage 4: Memorize the Strategy

In order for a strategy to become automatic so that it is used to facilitate learning, rather than be the object to be learned, the student has to memorize the steps over repeated practice. The strategy should become like second nature an applicable in various contexts.

A teacher might use different activities or games to teach memorization of the strategy. For example, they could use a ball-toss game with a small group that is learning the strategy until they have the steps memorized, then practice the strategy using the think aloud practice in student pairs in which one student has more experience with the strategy than the other. The teacher would monitor and support this process.

Stage 5: Support the Strategy

This is the same concept as scaffolding, which starts with teachers performing all or

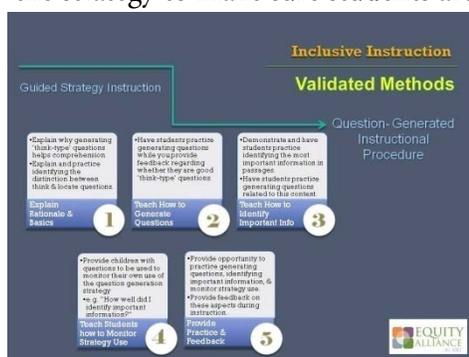
most of the task, and increasingly shifting performance to the student. This allows for a gradual transfer of the strategy performance from teacher to student or from more experienced student to less experienced students. This stage is guided heavily by teachers' professional judgment about students' current performance and how much time and support they need to learn the strategy. This may take a while, and includes frequent feedback, remodeling, or revisiting other previous steps to the strategy instruction.

Stage 6: Independent Performance

CSI is meant to improve academic performance as students apply strategies they have learned to use, therefore, students use this strategy as they work independently- that is, without direct teacher monitoring. However, teachers continue to monitor the use of the strategy to make sure students are continuing to apply it to their learning.



Slide 32



Question-Generated Instructional Procedure

Of course, before you start, you have to start with the end in mind- what do you want the students to be able to do as a result of learning the strategy? Let's use the outcome of reading comprehension with the intention that students become more actively engaged in reading and increase their own awareness of whether they are understanding what they are reading.

A strategy that has been show to be effective for reaching this outcome is **Question-Generated Instructional Procedure** (Davey & McBride, 1986; Pressley & Woloshen, 2000). The rationale that Davey and McBride (1986) provided their students with after reading a passage was that "think-type" questions, "help you remember key information; they help you to know if you need to reread; they also help you to anticipate test questions." Pressley & Woloshyn (2000) adapted this as follows. You'll notice it follows the steps of CSI, starting after Step 1 (the determining and building background knowledge step).

Explain the Rationale and Basics

- Explain why generating 'think-type' questions will help comprehension.
- Explain and practice identifying the distinction between think and locate questions.

Teach How to Generate Questions

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

Teach How to Identify Important Information

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

Teach Students How to Monitor their own Strategy Use

- 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?”

Provide Practice and Feedback

- Provide ample opportunity to practice generating questions, identifying important information, and monitoring strategy use. Provide feedback on each of these aspects during instruction.



Slide 33



Inclusive Instruction: Equity

Inclusive instruction offers equitable learning opportunities across gender, race, ethnicity, language, socioeconomic background, dis/ability. Celebrating differences, building students’ positive self-concept, and setting high expectations place concerns for equity at instruction’s center.

Picture of gender retrieved on 5/4/09 from

<http://www.icanreadsystem.com/images/stories/copy%20of%20boy%20and%20girl%20with%20book.jpg>



Slide 34



Collaboration

One of the most commonly-touted, yet least truly carried out approaches to achieving inclusive schools and classrooms is the practice of co-teaching. One of the reasons it is not often carried out to its full potential is that current classroom teachers are prepared to work in either/or classroom settings. Either general or special education. Either bilingual or English-

only classrooms. Either one grade or another, one subject or another. Further, few teachers have been prepared through university or college preparation coursework, or professional learning efforts, to work in co-teaching partnerships (Pugach & Johnson, 2002).

There are several models for co-teaching. Here are a few:

Supportive Co-Teaching in which one teacher takes the instructional lead role and the other moves throughout the student group to provide support, watching and listening to students as they work together, stepping in to provide closer assistance when necessary.

Parallel Co-Teaching is when two or more teachers work with different groups in

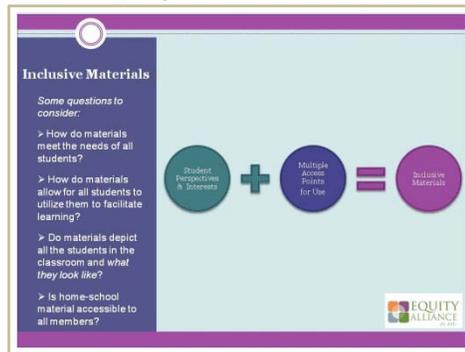
different parts of one classroom, and may switch between groups.

Complementary Co-Teaching is when one the co-teachers do something that compliments the other's teaching. For example one teacher might say something in English, and the other teacher might paraphrase what that teacher said, and then restate what the teacher said in another language. Or other times, one teacher might pre-teach small groups while another teacher pre-teaches a larger group.

Team Teaching is when both teachers (or in some cases, more than 2 teachers) do the whole scope of work that teacher have done traditionally- planning, teaching, assessing student progress, and reflect on and improve practice.



Slide 35



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?

Student Perspectives & Interests + Multiple Access Points for Use = Inclusive Materials

EQUITY ALLIANCE AT ASU

Inclusive Materials

Different materials are appropriate for a diverse range of students. The inclusiveness of materials can be addressed from at least two angles- inclusive materials include student perspectives and represent student interests. Inclusive materials also provide multiple access points for students to use them. This means that materials include texts, images, videos, and audio, print

alternatives like the use of digital media (hyperlinks, animations) and Braille texts.

Some questions to consider in assessing the inclusiveness of your materials are:

How do materials meet the needs of individual students, subgroups, larger groups, all students?

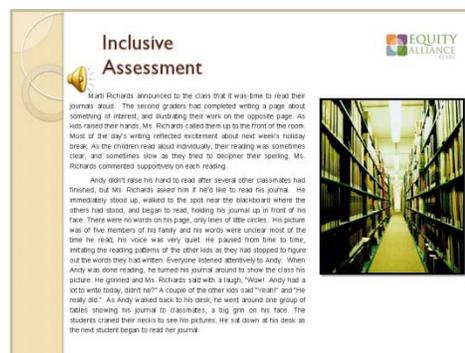
How do materials allow for all students to utilize them to facilitate learning?

Do materials depict, through images and texts, students, adults, and others who *look like them or who share elements of their identities?*

Are communications from school to home provided in formats that are accessible (e.g. language, as well as hard copy and electronic)?



Slide 36



Inclusive Assessment

Mrs. 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 reread their journals, Mrs. 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. Mrs. Richards commented supportively on each reading.

Andy didn't raise his hand to read after several other classmates had finished, but Mrs. Richards asked him if he'd like to read his journal. He immediately stood up, walked to the spot near the backboard 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 the members of his family and his words were unclear. Most of the time he read, his voice was very quiet. He glanced 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 Mrs. 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 copied their needs to see his pictures. He sat down at his desk, as the next student began to read her journal.

EQUITY ALLIANCE AT ASU

Inclusive Assessment

A Story about Learning to Read

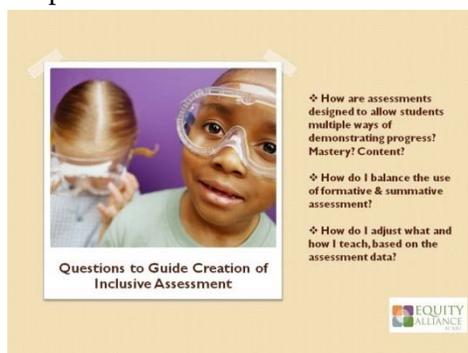
Marti Richards announced to the class that it was time to read their journals aloud. The second graders had completed writing a page about something of interest, and illustrating their work on the opposite page. As kids raised their hands, Mrs. Richards called them up to the front of the room. Most of 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. His words were unclear most of the time he read and 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 students 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.

Facilitator Note: Ask the participants to generate a list of ideas about what Ms. Richards was able to assess from Andy's reading his journal entry, and how it will impact her instruction.



Slide 37



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?

Questions to Guide Inclusive Assessment

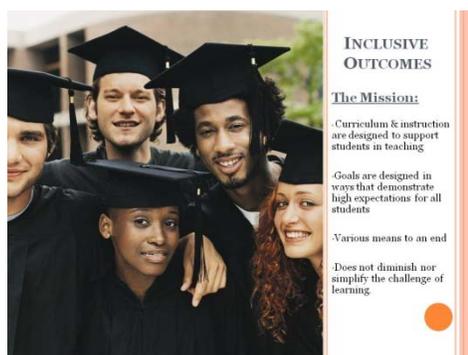
How are assessments designed to allow students multiple ways of demonstrating progress as well as mastery or content?

How do I balance the use of both formative and summative assessment?

How do I adjust what and how I teach based on what I learn from exploring both types of assessment data?



Slide 38



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

Inclusive Outcomes

Creating inclusive outcomes is a mission in understanding the learning goals that inclusive curriculum and instruction are designed to support students in reaching. Inclusive outcomes are goals that are designed in ways that demonstrate high expectations for all students to learn, and are written in such a way that there is also the expectation that students

will require various means, media, scaffolds, and supports to reach the goal without diminishing the challenge or the learning. For example, if the goal is for students to understand a historical social movement, students could reasonably employ a variety of media and approaches for gathering, organizing, and demonstrating what they've learned.



Slide 39

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.

Questions to Guide Creation of Inclusive Outcomes

How are outcomes designed so that the true purpose for learning is apparent, rather than students' demonstration of discrete skills?

How do outcomes support flexible means through which learning is supported, takes place and is demonstrated?



Slide 40

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



25 minutes



Instructions for leading this activity are on the next page.



Activity 2: Creating an Inclusive Classroom

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



Participant handouts (see below); chart paper; broad-tipped marker



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

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. Equally matters:
- 5.

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.



20 Minutes



PowerPoint

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

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



Slide 41



Lecturette 2 Overview

So far, we have been focusing on the ways in which to make classrooms inclusive so that all students are engaged, learning, and welcome. To do so we've talked about a universal approach. We've created this from the start so that all students have access to participate. However, within our classrooms there are still those students who will most benefit from

individualized support. The best way to do this is to address the students' needs by having one teacher (or a set of teachers) provide the direct aid. The following lecturette will focus on some of the specific tasks needed to help individual students meet their potential.



Slide 42



Lecturette Outcomes

Participants will learn about the Planning Alternative Tomorrows with Hope process (PATH) and begin student-centered planning.



Slide 43

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.

Student-centered Planning

Facilitator Note: Go over the content of the notes about student-centered planning, before clicking on the sound icon to start the audio file.

Student-centered planning is derived from a family of processes aimed at organizing and guiding community change in alliance with individuals with disabilities. We have adapted this process so that it is concerned with students, and expanded the use of these approaches for any student who requires additional supports in inclusive schools and classrooms.

All approaches to student-centered planning have several grounding beliefs: The student at the focus of the planning, and those who love the student, are the primary authorities on the student’s educational and life direction. The most important questions are: “Who is this student?” and “What educational opportunities will enable this student to pursue her or his interests in a positive way?”

Student-centered planning can only come when all those involved in the planning process respect the dignity and value of the student. The purpose of student-centered planning is learning through interaction.

Student-centered planning aims to change common patterns of school routines, and for this reason, enlists various school community members to assist in the planning.

Student-centered planning requires collaboration and aims to deconstruct unequal power relationships, and replace them with relationships where students, teachers, and families share power to make decisions.



Slide 44



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 realistic 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

Student-centered Planning: The PATH Process

We will talk about a particular approach for engaging in student-centered planning: the PATH process.

PATH is a creative planning tool that starts with the desired goals or outcomes in mind. The work begins with a visioning process that focuses the person with whom planning is being done on identifying his or her dreams. These ideas and thoughts ultimately become known as the "North Star." During this initial step of the process the person is asked to speak about the ideals, values, passions, hopes

and dreams that they hope to realize or provide some direction in their life. The remainder of the planning process moves from the North Star backwards to an outcome of first (beginning) steps that are possible and positive. The process relies on the support of others who are concerned about and committed to assisting the focus person move toward his or her desirable future.

<http://www.ilr.cornell.edu/ped/tsal/pcp/course05e.html>

The Steps to the PATH Process are:

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



Slide 45



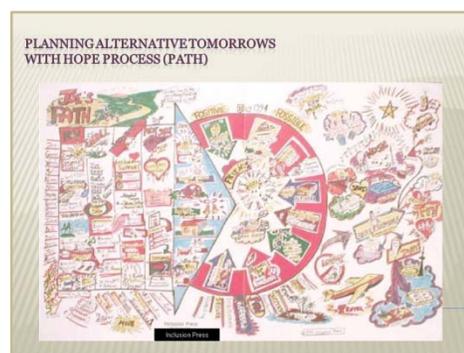
what is happening.

Planning Alternative Tomorrows with Hope Process (PATH):

Two people, a group process facilitator and a record facilitator always facilitate the PATH process. The record facilitator often uses graphics to create a visually appealing record of the process. Whether graphics are used or not, PATH is always recorded in a format that allows all the participants to see and/or be a part of



Slide 46



PATH process.

Planning Alternative Tomorrows with Hope Process (PATH):

Here is a completed PATH for a student named Joe. We found this online at

<http://www2.povnet.org/kicns/path>

The original is from the Centre for Integrated Education in Toronto, Ontario, Canada.

Most likely, the record facilitator created this based on the input of the participants in Joe's



Slide 47

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?



Touching the Dream

Some of the questions that can 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

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



Sensing the Goal

The second step is to choose a time in the future that is just beyond the comfortable reach of predictability, such as a year or two from now, or maybe six months from now. The facilitators then help the group to engage in a backward thinking process by coaching them to talk about the outcomes related to the vision that will have already occurred when one looks

back to the projected time frame. This articulation of what has happened creates the GOALS for the focus person. Remember events from a POSITIVE and POSSIBLE future.



Slide 49

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



Grounding in the Now

Step three focuses the group in the current reality. A snap shot of the current picture of the person's PRESENT is the purpose of this step. As indicated in the graphic below, the picture of the "now" (on the far left of the diagram) is as far away from the picture of the North Star, (on the far right of the diagram) as it could possibly be. This space creates a dynamic tension

between the two. This tension is useful in helping the group figure out what it will take to move from the Now toward the North Star. The remaining five steps will culminate in the development of the action plan.

Bringing everyone back to the Present reality. "What is it like now? Not good words or bad words – just a snap-shot of what life looks like now." The objective is to get from NOW to the GOAL. (for more information, see <http://www.ilr.cornell.edu/edi/pcp/course05e.html>). Additional links to content on the PATH process are provided in the notes for the next several slides.



Slide 50

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



Enrolling

Step four surfaces an assumption that is deeply embedded in the core of the PATH planning process: no one can do this work alone. Consequently, thinking about who needs to be included is an important step of the PATH. People and/or entities that will be helpful in moving the process forward need to be identified by name and strategies for inviting these people

into the process must be part of the overall plan of action. Who do you need to enroll to achieve your goal?” Striving for everyone to be interdependent, not independent. Looking for specific persons or contact persons; participants should be encouraged to enroll themselves. Sharing and making a commitment in the person’s life.

<http://www.ilr.cornell.edu/edi/pcp/course05e.html>



Slide 51

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



Recognizing Ways to Build Strength

The fifth step is about what the group will need or to have or to do that will keep them strong and allow them to do the hard work that it will take to move forward as a team. Additionally, the needs of each individual member must be identified so that a network of support can be cultivated and contributions at a personal level can be made and sustained. This is an important

discussion and one that is often overlooked in traditional planning forums. “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? Similarly, what does each person have to do to be strong enough to be able to make their contribution at the personal level?”

<http://www.ilr.cornell.edu/edi/pcp/course05e.html>



Slide 52

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



Charting Action

Step six looks at the strategies that can be used to move the work forward. The facilitators will again focus the group through backward thinking.

This time the "future" is much closer, such as 6 months from today if the group has been working within a timeline of one year.

Picture taken from: flickr.com/photos/ms_sarahbgibson/2650061256/



Slide 53

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

Planning the next Month's Work

Step seven is a repeat of the sixth step except that the time is closer yet, such as 3 months or one month from today. Crucial to the seventh step is increasing the degree of specificity of the strategies to including who will do what, how, when and where. Pushing everyone for very precise specific steps: Who will do what? When will they do it? Where? This step is also used to

identify specifics for the more immediate future and can be used to assess people's level of commitment.



Slide 54

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
- Include actions that can happen immediately

Committing to the First Step

The final step, step eight, is the first step. This is an action that can be taken right now. It may be as simple as making a phone call that will start the ball rolling. Whatever it is, the step must be identified and someone must be willing to 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 to the person within the first day or two following the planning process to support the person as he or she takes the critical first step. The FIRST STEP includes actions that can be taken almost immediately – i.e. by tomorrow or next week. It does not need to be gigantic – but if the process is going to begin, it's essential that it begin NOW.



Slides 55-56

Activity 3: Facilitating a Student PATH

- Listen to / Read the vignette
 - Slide show & Audio
- Heterogeneous teams of 3 people
 - Role-play scenario
- Determine student support via PATH
 - Touch on all 8 steps

Activity3: Facilitating a Student PATH

Participants will apply what they've learned about student (person) centered planning to a particular students' needs in the classroom.



25 Minutes



Instructions for leading the activity are on the next page.



Activity 3: Facilitating a Student PATH

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



Participant handouts (see below); chart paper; broad-tipped marker



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

In heterogeneous teams of 8, participants are 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 rarely one truth of one student's encounter with a system (it appears to move beyond good intention. However in its retelling this story unfortunately becomes so recognizable and clichéd that it acts almost like a parasite.

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 ability 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 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 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 stereotyped, behavior-based assessment when he began being bused to a different school. The challenges he had faced at Jamison were compounded when he entered 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 team tried this out for the first time as a way to support Tony's needs in inclusive ways.

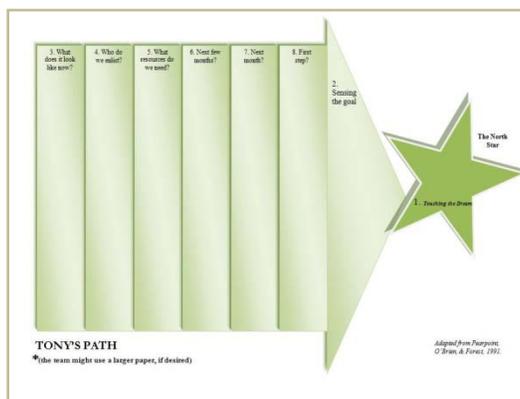
Your job is to lead a PATH for Tony. In groups of 8 or more, role-play this process. One person in each group takes each of the following roles:

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. Teaching 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 of 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.



Leave Taking



Slide 57



Leave Taking

Please have participants complete the self- and academy evaluations.

Leave Taking, Part 1: Self Assessment

The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.

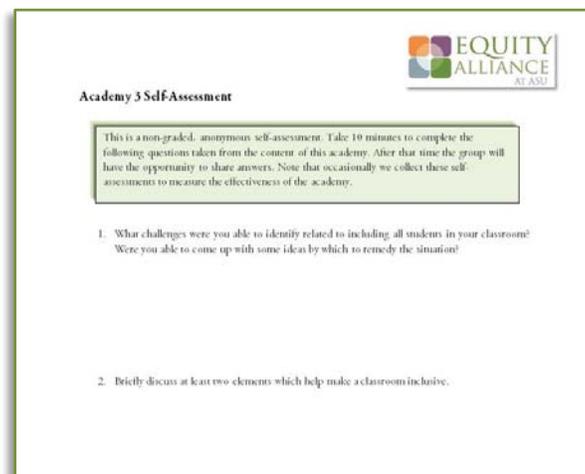


Self assessment handout for participants

Have participants complete the *Self Assessment* (located in *Participant Handouts*). Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.



10 minutes





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.

Leave Taking, Part 2: Debrief

This activity gives participants a chance to compare their evaluation answers.



Chart paper, overhead, or presentation slide, self assessment handout for participants



Return to whole group and ask participants to share their responses. Use an overhead or chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work.



10 minutes

Leave Taking Part 3: Academy Evaluation



Academy Evaluation

Activity Outcome

This activity provides feedback for developers from module participants.



Have participants complete the *Academy Evaluation* (located in *Participant Handouts*). This evaluation gives the module developers a chance to see how the academy is being received and allows them to improve it as needed.



10 minutes



Collect the *Academy Evaluations* and return them to the National Center for Culturally Responsive Educational Systems.

<div style="text-align: right;">1</div>  <h3 style="text-align: center;">Evaluation Form</h3> <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;">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 of ASU website <input type="checkbox"/> Listserv: _____ <input type="checkbox"/> NCCRES1 website <input type="checkbox"/> Newsletter: _____ <input type="checkbox"/> LeadScape 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 as 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.

PBS Parents

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.