



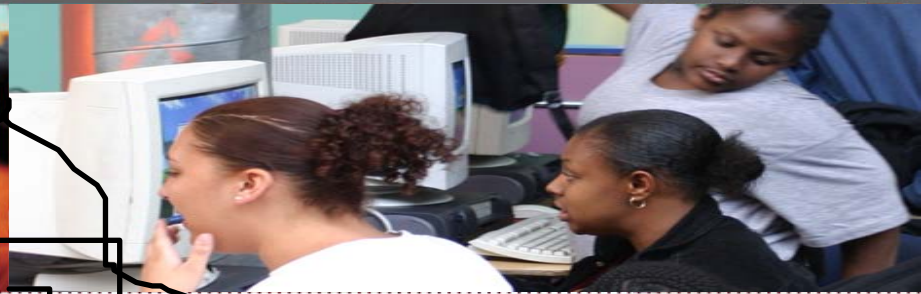
Defining Inclusive Education



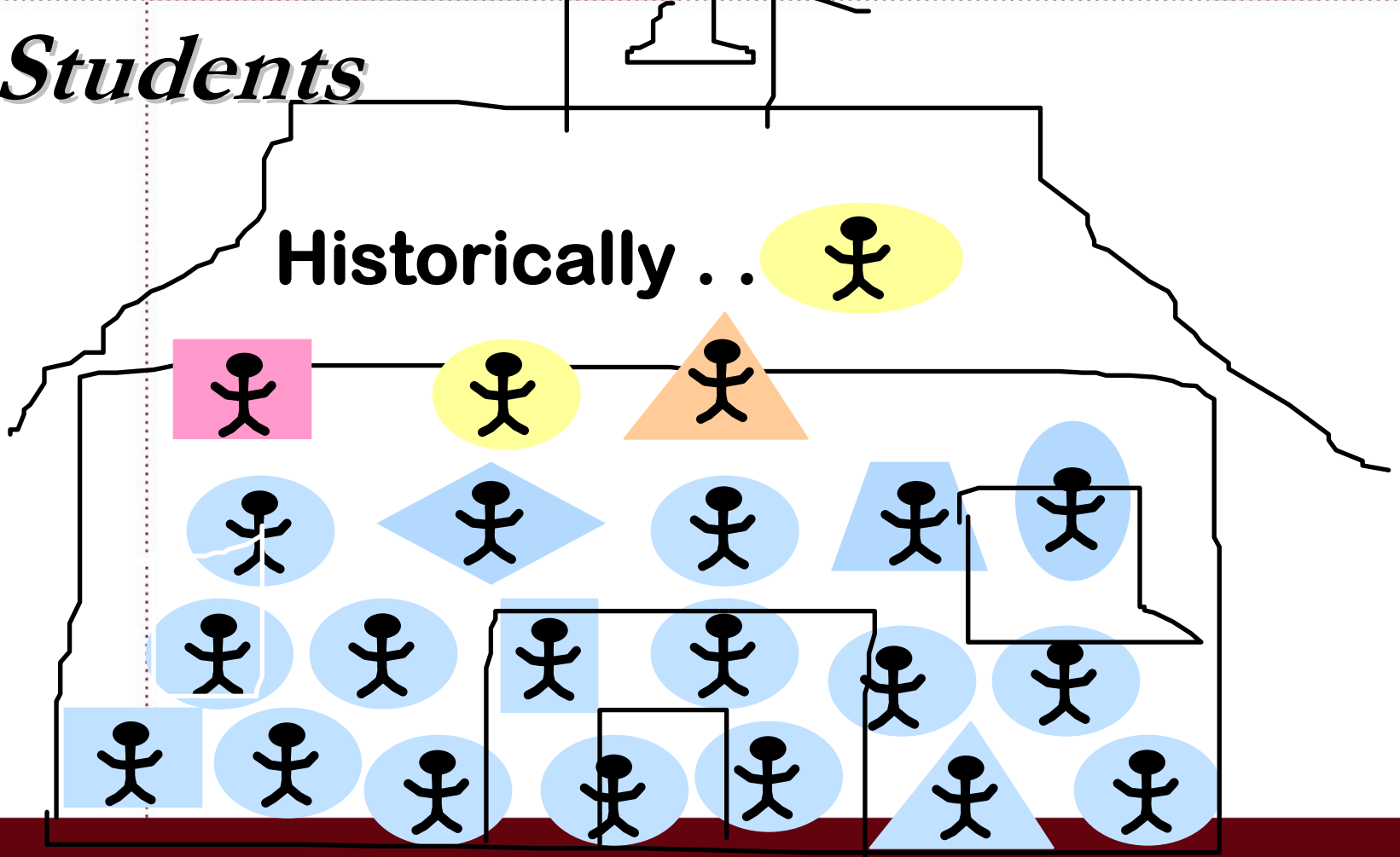
NATIONAL INSTITUTE FOR
URBAN SCHOOL
IMPROVEMENT



Office of Special
Education Programs



Students





Teachers

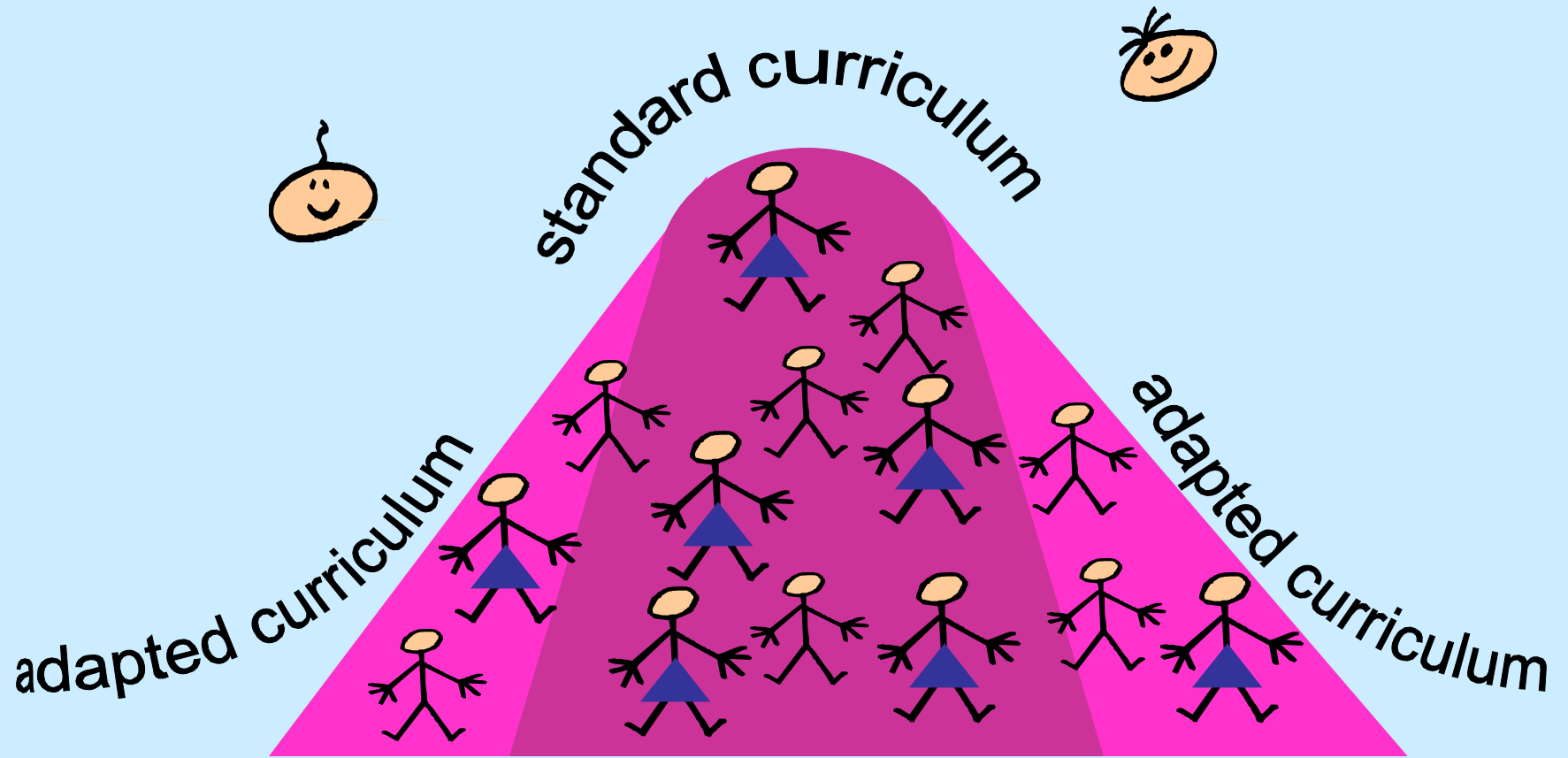
“School personnel are graduates of our colleges and universities. It is there that they learn that there are at least two types of human beings, and if you choose to work with one of them you render yourself legally and conceptually incompetent to work with others.” (p. 258)

Sarason, S. (1990).
The predictable failure of educational reform.
San Francisco:
Jossey-Bass



Assumptions About Learning

- Students are responsible for their own learning
- When students do not learn, there is something wrong with them.
- Schools must direct students to the learning situation that matches their learning ability profile. Otherwise, no learning will occur.





New Assumptions About Inclusive Education & Students with Disabilities

- Inclusive education changed schooling experiences
- Inclusive education redressed discrimination
- Schools developed new attitudes toward discrimination
- Teachers needed to work together collaboratively

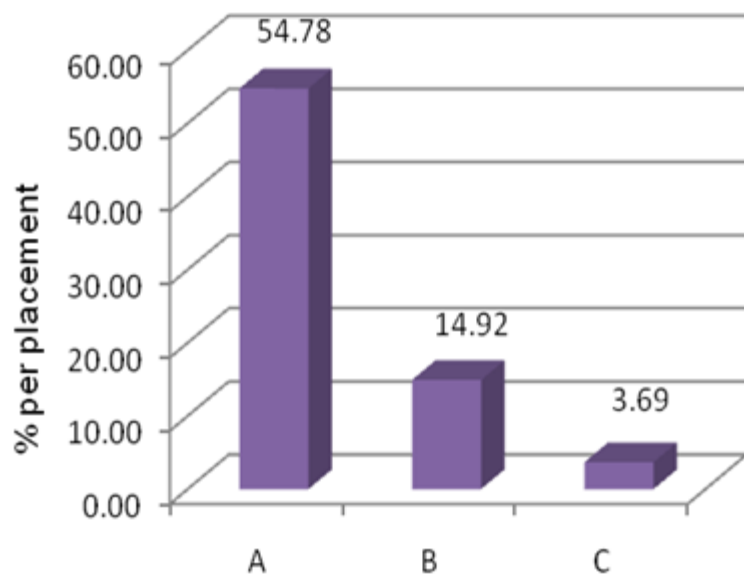


The National Picture on Inclusive Practices



Baseline Data

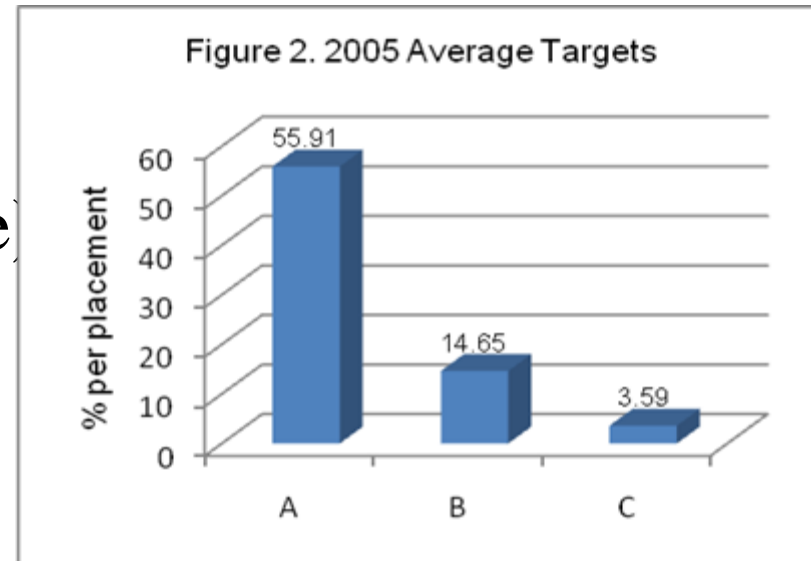
Figure 1. Average Baseline Data 2004



- **Category A: range 9.5-98.7%**
 - 6 states had <40% in A
 - 42 states had 40-60%
 - 11 states had >60%
- **Category B: range 0-32%**
 - 35 states had 10-20% in B
- **Category C: range 0-31%**
 - 17 state had <2% in C
 - 35 states had 2-5%
 - 9 states had >5%

Rigorous Targets

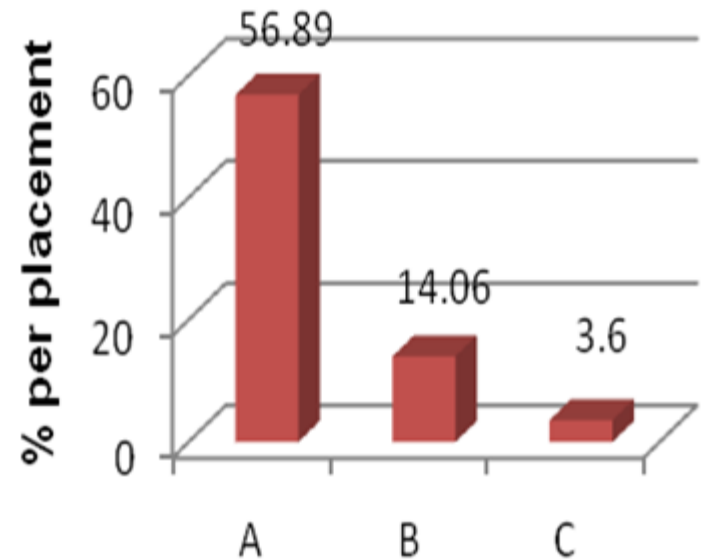
- What does “rigorous” mean? What is the impact of change?
- Average targets:
 - A: 55.91% (+.91 from baseline)
 - B: 14.65% (-.27)
 - C: 3.59% (-.08)
- Maintenance Targets
 - A: 25% of states
 - B: 34% of states
 - C: 46% of states



2005-2006 Data

- A: +2.11, range 18-95%
 - 19 states had >60%
- B: +.86, range 0-34%
 - 53% had 10-20%
- C: -.09, range 0-27%
 - 20 states had <2%

Figure 3. 2005 Average 2005 Data





Improvement Activities Reported by States

- Professional Development: 43%
- Technical Assistance: 41%
- Improve systems administration and data monitoring: 35%
- Improve data collection and reporting: 28%
- Program development: 21%



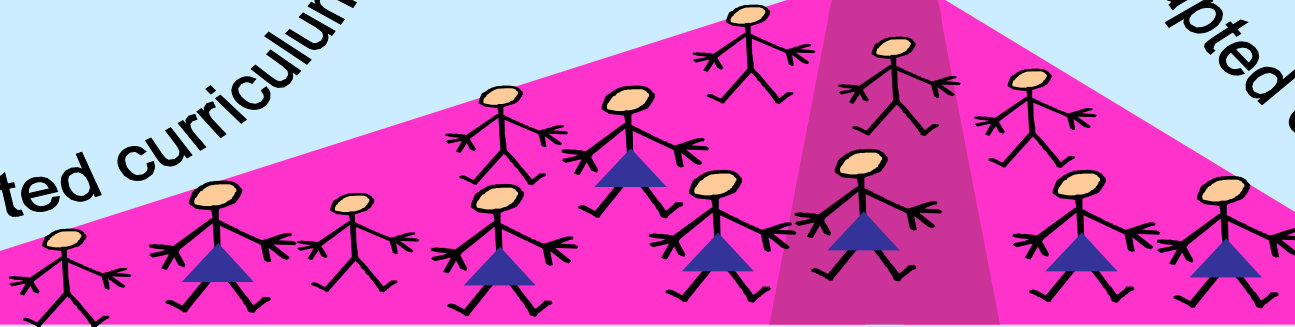
TAG



standard curriculum



adapted curriculum



adapted curriculum



personalized curriculum & teaching

A circular arrangement of 12 colorful shapes, each containing a smiling face. The shapes are: a purple hexagon, a purple starburst, a purple trapezoid, a purple house-like shape, a purple irregular shape, a purple trapezoid, a purple irregular shape, a purple parallelogram, a purple triangle, a purple trapezoid, a purple diamond, and a purple circle. Each shape has a yellow face with a black outline, a simple smile, and a tuft of black hair.



The Instructional Toolbox



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Instructional Strategies

Pre-Instruction

Clear Objectives

Anticipatory Sets

Content Maps

Product Models

KWL

Learner Assessments

Active Student Response

– Response Cards

– Response White Boards

– Clickers

– Thumbs



Instructional Strategies

- Repeated Readings
- Reciprocal Reading for Comprehension
- Use of readings to learn
- Checks for understanding
- Choral Reading
- Readers' Theater
- Think Pair Share
- Write & Share
- Use of manipulatives
- Relationship of symbols & abstract representations to reality



Criteria for Robust Instruction

- Have critical thinking skills been activated?
 - Is this way that things are supposed to be?
 - Is this just for everyone?
 - Who benefits from the way that things are?
 - What changes are needed?
- Are students engaged in problem solving?
- Are structures created so there are many ways that students can access and participate in learning?



Criteria for Robust Instruction

- What evidence exists that the content was anchored to students' prior knowledge?
- What evidence exists that students are engaged in the curriculum and learning process?
- To what extent are students engaged actively in the learning process – rather than sit and get?



But, one size does not fit all

- So, classrooms need to be organized so that teachers can **DIFFERENTIATE**
 - Content
 - Process
 - Products
 - Learning Environment



Differentiating Instruction

Content

- Several elements and materials are used to support instructional content.
- Align tasks and objectives to learning goals.
- Instruction is concept-focused and principle-driven.

Process

- Flexible grouping is consistently used.
- Classroom management benefits students and teachers.



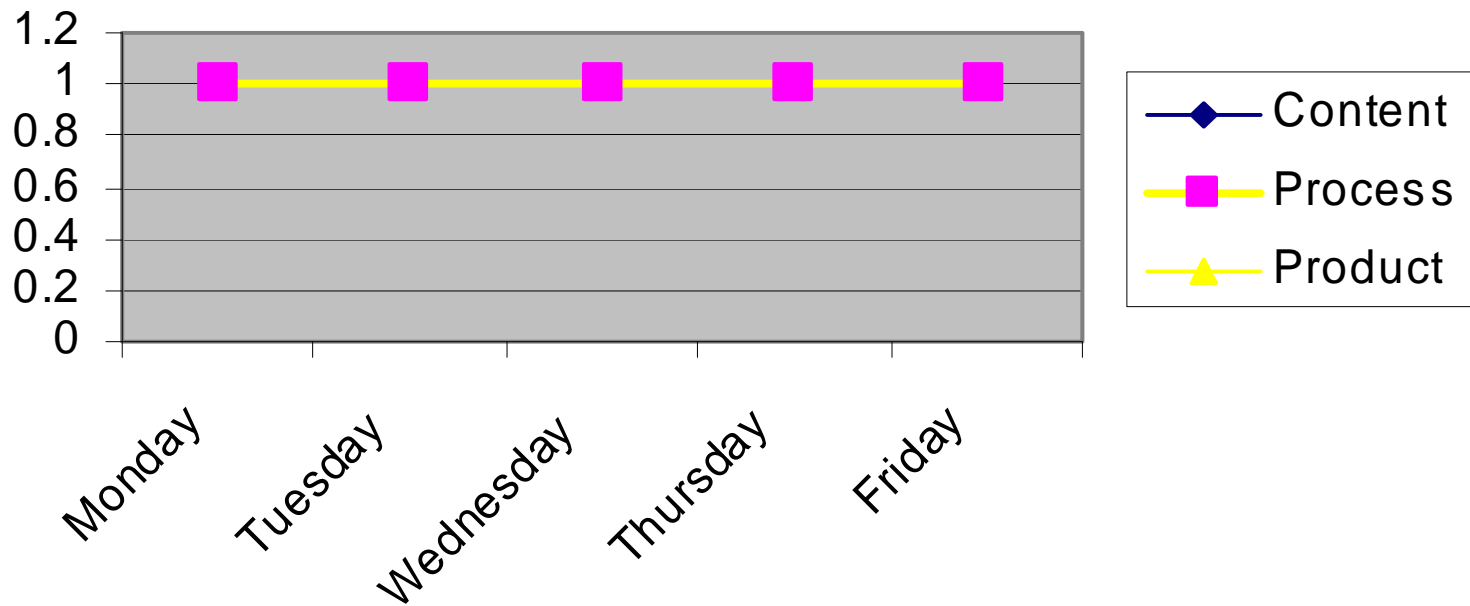
Differentiating Instruction

Products

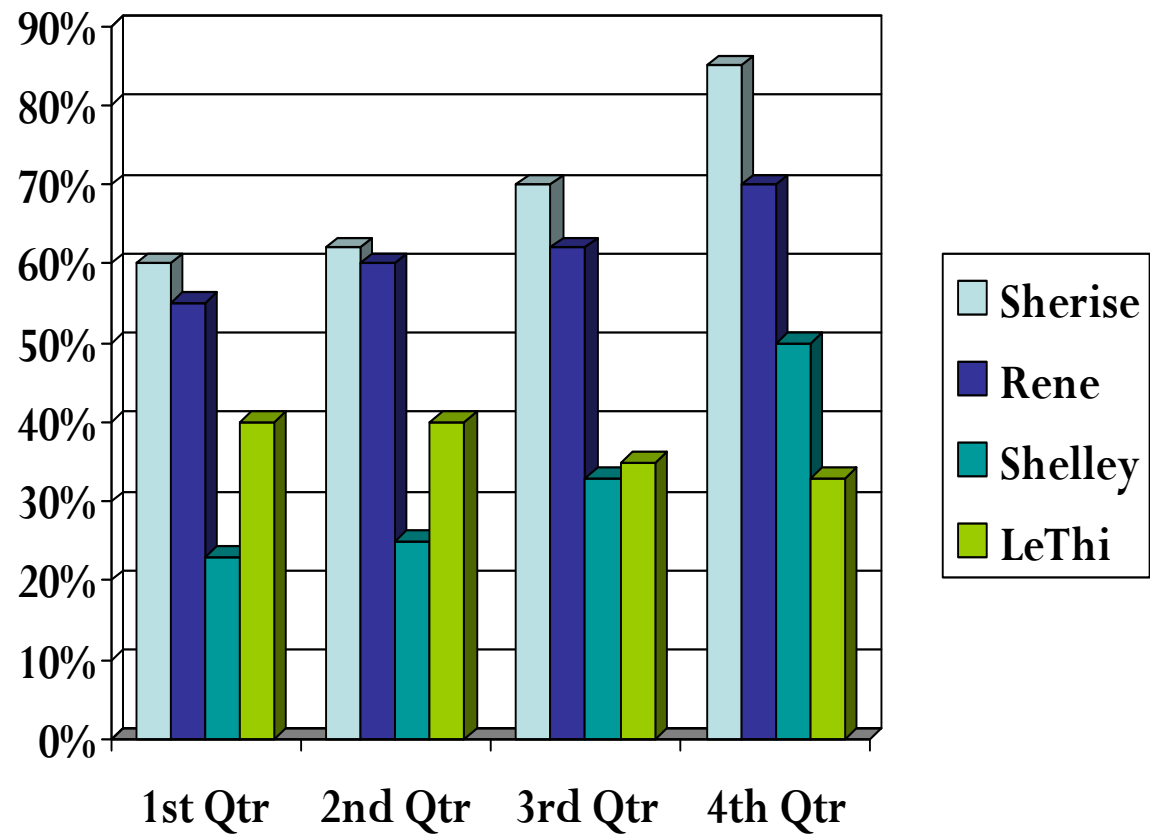
- Initial and on-going assessment of student readiness and growth are essential.
- Students are active and responsible explorers.
- Vary expectations and requirements for student responses.

Is Differentiating Occurring?

Differentiation Strategies Observed in Classroom



What are the Outcomes?





Differentiating Process

- **Cooperative Learning:** Group learning tightly organized to produce outcomes from groups. Students are assigned and held accountable for roles and products.
- **Entry Points.** This strategy from Howard Gardner proposes student exploration of a given topic through as many as five avenues: narrational (presenting a story), logical-quantitative (using numbers or deduction), foundational (examining philosophy and vocabulary), aesthetic (focusing on sensory features), and experiential (hands-on).
- **Problem-Based Learning.** This strategy places students in the active role of solving problems in much the same way adult professionals perform their jobs.



Differentiating Process

- Choice Boards.** With this strategy, work assignments are written on cards that are placed in hanging pockets. By asking a student to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.
- 4MAT.** Teachers who use 4MAT plan instruction for each of four learning preferences over the course of several days on a given topic. Thus, some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. As a result, each learner has a chance to approach the topic through preferred modes and also to strengthen weaker areas.

The background of the slide is a blurred photograph of a classroom. On the left, a teacher in a blue shirt is standing near a bookshelf, interacting with students. In the center, there are computer monitors on a desk. On the right, a student in a white shirt is leaning over a desk, focused on their work. The overall scene depicts a modern, active learning environment.

Differentiating Process

- **Stations.** Using stations involves setting up different spots in the classroom where students work on various tasks simultaneously. These stations invite flexible grouping because not all students need to go to all stations all the time.
- **Compacting.** This strategy encourages teachers to assess students before beginning a unit of study or development of a skill. Students who do well on the preassessment do not continue work on what they already know.



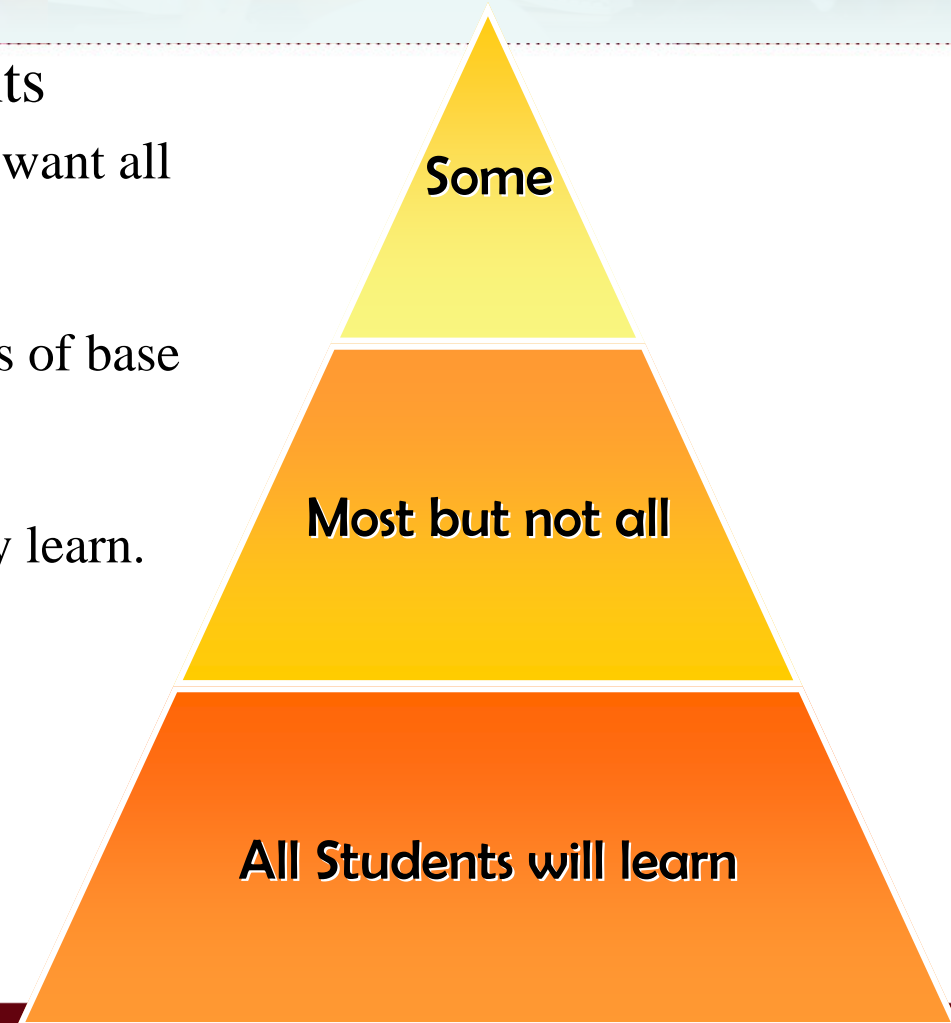
Differentiating Process

- **Agendas.** These are personalized lists of tasks that a student must complete in a specified time, usually two to three weeks. Student agendas throughout a class will have similar and dissimilar elements.
- **Complex Instruction.** This strategy uses challenging materials, open-ended tasks, and small instructional groups. Teachers move among the groups as they work, asking students questions and probing their thinking.
- **Orbital Studies.** These independent investigations, generally lasting three to six weeks, revolve around some facet of the curriculum. Students select their own topics, and they work with guidance and coaching from the teacher.

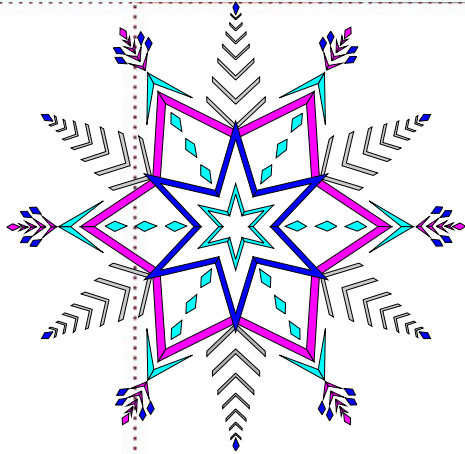
Differentiating Content

Same Content – Different Attainments

- *Base* - Most important concepts you want all students to learn.
- *Middle* - Additional facts, extensions of base concepts, related concepts, etc.
- *Top* - Information some students may learn. Complex and/or detailed information



Differentiating Products





What have I learned?

- Think
- Huddle
- Share