

## COURSE SYLLABUS

**Course:** Inclusive Education: Success for All Learners

**Author:** Frances Stetson, Ph.D.

**Credits:** 45 Clock Hours

### Course Overview:

Inclusive education practices, originally associated exclusively with services for students receiving special education services, are now recognized as an essential quality characteristic for all schools and for all students. At a time when students representing broader ranges of diversity are enrolling in K-12 schools; when pressures for stronger teacher competencies, more positive school climates, and more effective and efficient staffing decisions impact the daily business of education, a comprehensive approach to incorporate inclusive practices is required.

This course is designed to build the competencies of educators to successfully incorporate the belief systems, effective instructional skills, new models of staffing and service delivery and authentic collaboration into their practice. When these goals are reached at a systemic level, achievement for all students is increased, teacher effectiveness is enhanced and a more positive culture for teaching and learning is realized.

### Author Biography:

Frances Stetson, Ph.D. is President of Stetson & Associates, Inc., an educational consulting firm specializing in supporting systems change in schools – with a focus on inclusive practices, closing the achievement gap, differentiated instruction and quality standards for instruction and leadership. She is also the Executive Director and sponsor for the Inclusive Schools Network, a website that offers free resources, blogs, and articles on emerging topics in education. This site was recognized as one of the top five resources on inclusive education.

Frances began her career as a teacher of students with visual disabilities. She has also worked for the Texas Education Agency addressing the needs of students with severe disabilities. During seven years in Washington, D.C., Dr. Stetson conducted research and national training for the US Department of Education and the Office for Civil Rights on least restrictive environment/inclusion. She also authored the first Report to Congress regarding IDEA.

After forming Stetson and Associates, Inc. in 1987, Dr. Stetson and her staff have supported thousands of school districts and state departments in implementing quality education services across the US, and in several foreign countries. Dr. Stetson is a frequent keynote and is known for her focus on students, practical strategies, and systems change.

### As you take this course, you will:

- listen to and watch experts and classroom teachers.
- watch real classroom practices and learning.
- read research and best practices.
- access resources to support implementation of inclusive education.
- practice applying new learning.

## COURSE OBJECTIVES

### In this course, you will:

- 1) explore how effective inclusive practices benefit all students.
- 2) explore strategies, methods, and tools designed to help all students meet instructional goals through strong Tier 1 instruction.
- 3) explore how to select and use multi-level instructional techniques as part of standards-based instruction.
- 4) explore effective ways to increase supports and services for students with special needs inside the general education classroom, including considerations for staffing and scheduling to best meet the needs of students.
- 5) explore effective ways to utilize specialized support as one option for serving individual students, reserved only for those students whose needs cannot be effectively met, at this time, in the general education classroom.
- 6) explore how to build successful partnerships with paraprofessionals as an essential part of the instructional team.
- 7) explore the importance of collaborative teams and the shared responsibility for all learners.  
will reflect on what you've learned and establish necessary conditions for success for inclusive schools.

### Course Outcomes:

By the end of this course, you will be able to:

- 1) define and describe characteristics and benefits of high-quality inclusive schools and articulate the importance of high teacher expectations for students.
- 2) increase access to the curriculum by designing a lesson that begins with strong Tier 1 instruction and includes appropriate instructional scaffolds and/or accommodations based on the needs of the students.
- 3) use an instructional design tool to develop multi-level lessons that include a continuum of curriculum modifications appropriate for a wide range of student readiness.
- 4) articulate best practices for inclusive classrooms by identifying different levels of support of varying intensity and using collaborative planning and support to determine the best instructional, behavioral, staffing, and scheduling options for student success in the least restrictive environment.
- 5) determine when specialized support is needed and evaluate the quality and effectiveness of this support while employing strategies for accelerating student exit from specialized support, when appropriate.
- 6) describe and differentiate the roles and responsibilities of a paraeducator, explain how to prevent the over-reliance on assistance by employing a strategy of fading assistance over time, and use a decision-making process to establish and clarify roles and responsibilities with the instructional team, including supervision of paraeducator work.
- 7) evaluate and plan for collaborative teaching partnerships and explain the advantages of shared responsibilities.
- 8) clearly articulate indicators of quality standards for inclusive schools and identify ways to improve current practices.

### Course Resources:

Included within each unit are readings, resources, and materials available to download, save, and print. You will also find Application Toolkits, including resources that can be used for implementation immediately in your practice; e.g., graphic organizers, project ideas, suggested texts, and worksheets that are available to download and print.

**Methods of Instruction and Evaluation:**

- Pre and post surveys
- Videos (presentations consisting of interviews and authentic classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Apply-It Activities (opportunities to try implementing new learning)
- Discussion forums (prompts that engage participants in online dialogue with their cohorts)

## COURSE OUTLINE

Unit 1: Belief Systems and Expectations within Inclusive Schools: Creating a Common Vision
<b>Objectives:</b> In this unit, you will explore how effective inclusive practices benefit all students.
<b>Outcomes:</b> By the end of this unit, you will be able to define and describe characteristics and benefits of high-quality inclusive schools and articulate the importance of high teacher expectations for students.
<b>Resources:</b> <ul style="list-style-type: none"><li>• Common Myths Regarding Inclusion Visual Aid</li><li>• Quality Standards of Inclusive Schools Checklist</li></ul>
<b>Readings:</b> <ul style="list-style-type: none"><li>• Hehir, T., Silvana, P., &amp; Christopher, P. (2016). <i>A Summary of the Evidence on Inclusive Education</i>.</li><li>• Prepared for Instituto Alana in Partnership with Abt Associates: pp. 7-16.</li><li>• Dweck, C. (2010). Even Geniuses Work Hard. <i>Educational Leadership</i>, 68(1).</li></ul>
<b>Instructional Videos:</b> <ul style="list-style-type: none"><li>• Introduction: The Rationale for Inclusive Schools</li><li>• Quality Standards for Inclusive Schools: Vocabulary of Inclusion</li><li>• Teacher Expectations for Inclusion</li></ul>
<b>Assessments:</b> <ul style="list-style-type: none"><li>• 3 Reflection Questions</li><li>• 1 Discussion Forum</li><li>• 1 Checks for Understanding</li></ul>

## Unit 2: Instructional Excellence for ALL: How do we Reach Every Student?

**Objectives:** In this unit, you will explore strategies, methods, and tools designed to help all students meet instructional goals through strong Tier 1 instruction.

**Outcomes:** By the end of this unit, you will be able to increase access to the curriculum by designing a lesson that begins with strong Tier 1 instruction and includes appropriate instructional scaffolds and/or accommodations based on the needs of the students.

### Resources:

- Multi-Tiered System of Services Visual Aid
- Accommodations vs. Modifications Venn Diagram
- The Accommodations Rubric

### Readings:

- Shapiro, E. S. Tiered Instruction and Intervention in a Response-to-Intervention Model. *RTI Action Network*. Retrieved from <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>
- Denton, C. A. High-Quality Classroom Instruction. RTI Action Network. Retrieved from <http://www.rtinetwork.org/essential/tieredinstruction/tier1/highquality>

### Instructional Videos:

- Introduction to Tier 1 Instruction
- Elements of High-Quality Tier 1 Instruction
- Accommodations versus Modifications
- Evaluating Accommodations

### Assessments:

- 3 Reflection Questions
- 1 Discussion Forum
- 1 Checks for Understanding

### Unit 3: Multi-Level Instruction: Enhancing Standards-Based Instruction

**Objectives:** In this unit, you will explore how to select and use multi-level instructional techniques as part of standards-based instruction.

**Outcomes:** By the end of this unit, you will be able to use an instructional design tool to develop multi-level lessons that include a continuum of curriculum modifications appropriate for a wide range of student readiness.

**Resources:**

- Decision-Making for Individualized Student Support Flowchart
- Planning a Multi-Level Instruction Lesson: A Five-Step Process Reference Sheet
- Multi-Level Instruction Planning Form
- A Progression of Curricular Modifications Reference Sheet
- Sample Primary ELA Lesson and Multi-Level Form
- Sample 6<sup>th</sup> Grade Math Lesson and Multi-Level Form
- Sample 10<sup>th</sup> Grade History Lesson and Multi-Level Form
- Apply-It Activity: Developing Curricular Modifications

**Readings:**

- Butrymowicz, S., & Mader, J. (2017). *Almost all students with disabilities are capable of graduating on time. Here's why they're not.* (Rep.). Hechinger Report. Retrieved from <https://hechingerreport.org/high-schools-fail-provide-legally-required-education-students-disabilities/>

**Instructional Videos:**

- Introduction to Multi-Level Instruction
- Considerations for Multi-Level Instruction
- Progressive Curricular Modifications

**Assessments:**

- 2 Reflection Questions
- 1 Discussion Forum
- 1 Checks for Understanding

#### Unit 4: Roles for Educators in Inclusive Schools: Increasing Support Inside the General Education Classroom

**Objectives:** In this unit, you will explore effective ways to increase supports and services for students with special needs inside the general education classroom, including considerations for staffing and scheduling to best meet the needs of students.

**Outcomes:** By the end of this unit, you will be able to articulate best practices for inclusive classrooms by identifying different levels of support of varying intensity and using collaborative planning and support to determine the best instructional, behavioral, staffing, and scheduling options for student success in the least restrictive environment.

**Resources:**

- Today's Continuum of Supports Visual Aid
- Format to Guide Instructional Planning Form
- Analysis of Instructional and Personal Support Needs Form
- Levels of Support in the Classroom Visual Aid
- Resource Guide: Models of Support
- Apply-It Activity: Determining Levels of Support

**Readings:**

- Friend, M. (2015-2016). Welcome to Co-Teaching 2.0. *Educational Leadership*, 73(4), 16-22. Retrieved from [http://www.ascd.org/publications/educational\\_leadership/dec15/vol73/num04/Welcome\\_to\\_Co-Teaching\\_2.0.aspx](http://www.ascd.org/publications/educational_leadership/dec15/vol73/num04/Welcome_to_Co-Teaching_2.0.aspx)

**Instructional Videos:**

- Introduction to the Continuum of Supports
- Levels of Support in the Classroom
- Guiding Principles for Determining Staffing Models and Creating a Schedule of Services
- Six Approaches to Collaborative Teaching

**Assessments:**

- 3 Reflection Questions
- 1 Discussion Forum
- 1 Checks for Understanding

### Unit 5: Roles for Educators in Inclusive Schools: When Services are Required Outside of the General Education Classroom

**Objectives:** In this unit, you will explore effective ways to utilize specialized support as one option for serving individual students, reserved only for those students whose needs cannot be effectively met, at this time, in the general education classroom.

**Outcomes:** By the end of this unit, you will be able to determine when specialized support is needed and evaluate the quality and effectiveness of this support while employing strategies for accelerating student exit from specialized support, when appropriate.

**Resources:**

- Quality Standards for Specialized Support Settings Checklist
- Best Practices for Specialized Support Rubric
- Apply-It Activity: Increasing the Quality of Specialized Support

Readings: *Specialized Support: The Far End of the Continuum*. (2019). Stetson and Associates.

**Instructional Videos:**

- Introduction to Specialized Support
- Quality Standards for Specialized Support
- Specialized Support as Part of Academic Inclusion

**Assessments:**

- 1 Reflection Question
- 1 Discussion Forum
- 1 Checks for Understanding

## Unit 6: Effective Use of Paraeducator Supports in Inclusive Schools

**Objectives:** In this unit, you will explore how to build successful partnerships with paraprofessionals as an essential part of the instructional team.

**Outcomes:** By the end of this unit, you will be able to describe and differentiate the roles and responsibilities of a paraeducator, explain how to prevent the over-reliance on assistance by employing a strategy of fading assistance over time, and use a decision-making process to establish and clarify roles and responsibilities with the instructional team, including supervision of paraeducator work.

### Resources:

- What Is My Role as a Paraprofessional? Reference Sheet
- Paraeducator Weekly Log
- Eight Support Roles for Teachers Supervising Paraeducators Visual Aid
- Supporting Roles for Teachers Supporting Paraeducators
- Apply-It Activity: Paraeducator Case Studies
- Paraprofessional Self-Effectiveness Checklist

### Readings:

- Giangreco, M., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005). *Be Careful What You Wish For. Teaching Exceptional Children, 37(5), 28-34.*

### Instructional Videos:

- Introduction to Working with Paraeducators
- Positive Outcomes of Working with Paraeducators

### Assessment:

- 2 Reflection Questions
- 1 Discussion Forum
- 1 Checks for Understanding



**Unit 7: Collaboration and Shared Ownership: Adult to Adult Considerations and Conversations**

**Objectives:** In this unit, you will explore the importance of collaborative teams and the shared responsibility for all learners.

**Outcomes:** By the end of this unit, you will be able to and evaluate and plan for collaborative teaching partnerships and explain the advantages of shared responsibilities.

**Resources:**

- Initial Planning Considerations for Co-Teaching/Support Facilitation Reference Sheet
- Collaborative Teaching Rubric
- Teacher Working Style Guide
- Interpersonal Dynamics Discussion Tool
- Quality Indicators for Collaboration
- Checklist for Success
- Apply-It Activity: Interpersonal Dynamics Check-In

**Readings:** N/A

**Instructional Videos:**

- Introduction to Shared Responsibility
- Working in Collaboration
- Effective Use of Planning Time

**Assessments:**

- Reflection Questions
- 1 Discussion Forum
- 1 Checks for Understanding

**Unit 8: A Balcony View of Inclusive Schools: Quality Indicators and Personal Commitments**

**Objectives:** In this brief unit you will reflect on what you've learned and establish necessary conditions for success for inclusive schools.

**Outcomes:** By the end of this unit, you will be able to clearly articulate indicators of quality standards for inclusive schools and identify ways to improve current practices.

**Resources:**

- Needs Assessment Planning Tool

**Readings:** N/A

**Instructional Videos:**

- Introduction to Next Steps for Improvement
- Course Conclusion

**Assessments:**

- Reflection Questions
- 1 Discussion Forum