Inclusionary Practices Project
Course Titles and Descriptions

IMPORTANT: ALL participants in the following courses will receive a copy of High Leverage Practices for Inclusive Classrooms, while supplies last. All participants should bring a laptop.

Foundations for Equitable Inclusive Education (6 hours) PDN #2227
This course focuses on the intersectionality of special education and equity in schools. Examining beliefs and bias is necessary for system-wide change for overcoming barriers to educational access, participation, learning processes and outcomes, and to ensure that all learners are valued and engaged equally.

Course Objectives:
- Know about the historical context of educational segregation for marginalized students and how it presents in schools today
- Understand why inclusive practices create a more equitable learning environment
- Examine how bias, identity and mindset impact successful, equitable inclusion

Effective Co-teaching Strategies for Inclusion (6 hours) PDN #2228
This course focuses on implementation of co-teaching as a component of high leverage inclusionary practices. Participants will learn and develop high quality co-teaching practices from foundational aspects through implementation, including an understanding of how the six models of co-teaching and Universal Design for Learning can benefit students and educators alike. Co-teachers are highly encouraged to attend together.

Course Objectives:
- Understand the necessary components of co-teaching and the interplay of co-teaching and inclusion
- Gain awareness of the roles and responsibilities of co-teaching partners
- Understand the interaction of Universal design for learning and Co-Teaching
- Explore the six models of co-teaching

Empowering Educators through the use of Explicit Instruction in the Inclusive Classroom (6 hours) PDN #2230
Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students. Explicit instruction is a way to deliver direct, structured instruction to students—from kindergartners to high-schoolers. It is a well-researched, highly effective instructional strategy. In this course participants will be introduced to the 16 elements of Explicit
Instruction. Participants will learn how to design different types of lessons using Explicit Instruction and different strategies for delivering instruction. Participants will be able to apply their knowledge and understanding of the elements in designing a lesson plan that maximizes student engagement and learning.

Course Objectives:

- Participants will learn the 16 Elements of Explicit Instruction.
- Participants will be able to identify the components of building a lesson.
- Participants will identify different types of active participation.
- Participants will build a lesson using elements of explicit instruction.

High Leverage Practices for Inclusive Classrooms (6 hours) PDN #2204

Participants will learn a set of equitable practices that are integral to the support of student learning in the general education setting. These 22 practices can be systematically taught, learned, and implemented by all educational professionals working with students who have disabilities. The course will be organized into 4 separate essential functions: collaboration, assessment, social emotional/behavioral, and instructional practices. To fully participate, attendees should plan on bringing a laptop. Some of the course materials and resources will be accessed online. All participants will receive a copy of the book High Leverage Practices for Inclusive Classrooms. (While supplies last.)

Course Objectives:

- Participants will understand the value of professional collaboration and how to utilize effective collaboration toward developing and implementing meaningful, inclusive educational programs for students with disabilities.
- Participants will learn strategies to use assessment data to inform, guide, evaluate, and adjust instruction.
- Participants will develop skills to support student success by establishing a consistent, organized, and respectful learning environment, providing feedback to guide students’ behavior; explicitly teaching appropriate social behaviors; conducting functional assessments of student behavior; and developing behavior improvement plans as needed.
- Participants will familiarize themselves with specific content and pedagogical knowledge, as well as formative assessment data on student learning, to design, deliver, and evaluate their instructional effectiveness.

Successful Inclusion of Students with Significant Disabilities (6 hours) PDN #2232

Participants will learn why and how to include students with significant disabilities. Participants will examine research around the benefits of including students with significant disabilities in the general education classroom and learn implementation strategies for evidenced based inclusive practices. Participants will be given tools and examples and are highly encouraged to bring their general curriculum or general education unit plans, school schedules, and student schedules to plan for current
or future students whom they want to or are currently including, though bringing these items are not required. This course is most beneficial for special education teachers, general education teachers, administrators, ESPs (paraeducators) and ESAs (counselors, SLPs, OTs). Participants are highly encouraged to come with their Multi-Disciplinary teams, if possible.

Course Objectives

- Participants will demonstrate understanding of what is a “significant disability”, inclusion, and the special education laws and services around inclusion.
- Participants will demonstrate understanding of why inclusive practices benefit students with and without disabilities.
- Participants will demonstrate how to implement evidence based inclusionary practices.
- Participants will analyze tools and resources and engage in implementation of these into their practice

Data-Based Individualization to Improve Outcomes for All Students in an Inclusive Classroom (6 hours) PDN #2219

Participants in this course will have the opportunity to collaboratively use data to determine instructional decisions for students as well as develop and implement an academic/behavioral data collection system. The focus will be shifted to a more holistic approach for assessment and data collection using high leverage practices. Participants will also learn about how to use a strengths based mindset as part of equity and inclusionary practices. Participants will use technology to streamline data collection and create efficient practices. Participants will need to bring a laptop or Chromebook to this session.

Course Objectives:

- Understand the importance of formative assessments/progress monitoring and the collection of data to improve student learning (behavioral and academic)
- Determine the specific student need so that the correct type of data can be collected.
- Select appropriate methods for monitoring progress both academic and behavioral
- Establish an efficient and organized classroom data collection system
- Understand how to analyze collected data and make educational decisions based on your data

Programming for Specially Designed Instruction in Inclusive Classrooms (6 hours) PDN #2229

Participants will learn the history of special education as it relates to specially designed instruction for students with disabilities. Attendees will learn what specially designed instruction is, and how our current IEP process supports collaborative opportunities for implementing SDI. Participants will have the opportunity to work with curriculum materials to outline SDI opportunities in an inclusive classroom.

This course is intended for special education teachers, general education teachers, administrators and paraeducators working with students with disabilities attending general education inclusive classrooms.

Course Objectives:
• Gain knowledge of the historical and legal background that led us to Specially Designed Instruction.
• Gain specifics on what SDI is, who provides SDI, and how to ensure students are receiving SDI.
• Examine a variety of models for delivering SDI in inclusive classrooms.
• Gain a deeper understanding of the collaboration process and how it improves the success of students who require SDI in an inclusive setting.

Universal Design for Learning (6 hours) PDN #2221

Participants will learn about Universal Design for Learning, a framework for inclusive education that aims to reduce barriers to learning and optimize each individual student’s opportunity to learn in the general education setting. The course will be organized into 4 core areas: equity and inclusionary practices, UDL Principles, overcoming barriers to implementation, and practical tips for implementing UDL principles in the classroom. To fully participate, attendees should plan on bringing a laptop. Some of the course materials and resources will be accessed online. Additionally, all participants will receive a copy of the book High Leverage Practices for Inclusive Classrooms (while supplies last)

Objectives:

• Participants will review the history of the educational system in the United States as a framework for understanding current practices in education. This will establish why UDL principles are an equitable instructional approach to supporting all students’ learning in general education settings.
• Participants will explore the foundational principles of UDL and resources for developing a plan to begin incorporating UDL principles in their lesson planning.
• Participants will learn how to proactively identify and eliminate barriers that restrict access to meaningful education, thereby increasing achievement for all students.
• Participants will experience a UDL designed lesson plan and will receive tips for getting started with UDL.

To schedule a training, contact Annie Lamberto, alamberto@washingtonea.org