Resources for Equity and Inclusive Practices

For all students to thrive, each must be able to access a high quality general education curriculum. This may appear close to impossible in today's diverse communities, but by implementing research-based inclusive practices, schools can effectively ensure that students of all abilities can learn and socially interact alongside one another. The Individuals with Disabilities Education Act (IDEA) provides guidance for more inclusive practices. This act states that students with disabilities must be educated in the least restrictive environment (LRE). The term *LRE* means that to the maximum extent appropriate, school districts must educate students with disabilities in general education classrooms using suitable "supplementary aids and services" to ensure greater learning success. The equitable and inclusive education of each English language learner (ELL) is also the responsibility of school districts.

This publication outlines a number of effective research and evidence-based inclusive practices for educators to implement. The goal of these inclusive practices is to allow students — those with disabilities, those who are learning English, and those who are "dual-identified" (ELLs with disabilities) — to have equal access to the general education curriculum and experience success in their schools.

Main ideas	Additional Information	Resources
	Underlying Beliefs and Redefined Roles	
It is imperative that teachers, staff, and administrators believe that all students can learn. They also must recognize that they share responsibility for supporting the learning of every student on their campus, including students with special needs and students who are designated as ELLs.	- In order for teachers, administrators, and staff members to meet the diverse needs of students, it is imperative that they **stop thinking and acting in isolation**: *"These are my students, and those are your students."* Everyone works to support all students on campus. Specifically, the potential shift in culture and practice on campus should be guided by the following principles: - All students can learn even if it is not in the same way or on the same time line. - All students have the right to a quality education that helps them progress individually as learners. - All students have something valuable to contribute to the classroom environment. - Students with special needs and ELLs are assets to the overall classroom experience. - All faculty, administration and staff members are responsible for all students. - Embracing the philosophy of inclusion can require some significant **changes in the culture and belief system** of a school, which often involves redefining roles and accepting the following perspectives and practices: - School personnel **focus on students' abilities and needs** – rather than simply applying labels – in order to make decisions about specific services students might need and which classroom and learning environments will work best for them. - Teachers consider t**he first placement** for students with special needs to be the	[Inclusive Education Research and Practice: Inclusion Works!](#) [Louisiana Resources to Support Inclusion Practices](#)

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Underlying Beliefs and Redefined Roles	
	general education classes that are appropriate if students didn't have a disability. Then schools work from that point to build students' schedules. ○ Special, general, and ELL education teachers identify themselves as **teachers of all students**, rather than teachers of a specific population of students. They provide whatever learning supports all students may need in whatever classroom that students need them, rather than just sending students to specialized settings. ○ School personnel identify students as needing specialized instruction and support for specific skills or subject areas for determined amounts of time and in a specific educational setting. Thinking through the lens of inclusive practices, this specialized instruction may flourish through a shift from identifying students as *self-contained* or *resource* to a different more inclusive model. Consider the following concepts: ▪ Students are educated in classrooms that reflect naturally occurring levels of abilities where the majority of students will not have disabilities and a few will. ▪ Students with disabilities are educated with their age-level peers even if they do not perform at the same academic level. ▪ Students are provided with a balance between academic-functional learning and social-personal components of the educational experience that may be more present in the general classroom. ● Specifically, research shows that the **mindset of teachers who embrace inclusive practices** share some of the following perspectives: ○ They see that their role is to teach as opposed to compete. ○ They uphold an expanded meaning of literacy and focus on multiple methods of understanding and conveying meaning. ○ They believe in the importance of creating a caring and supportive learning environment. ○ They emphasize the multiple ways that students learn and teachers should teach (Peterson, Hittie, & Tamor, 2002). ● Research also shows that school personnel who use inclusive practices engage in the following	

Resources for Equity and Inclusive Practices

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	mindset and actions: ○ They presume that students provided with high quality, accurate, and consistent support are able to communicate about and learn general education academic content based on common core state standards. ○ They describe students not by their developmental or functioning levels but instead by their strengths, abilities, and the support they need. ○ They do not make negative predictions are not made, for instance, that a student will never acquire certain knowledge or skills. ○ They speak directly to Individual students using age-appropriate vocabulary, inflection, and materials, rather than through a paraprofessional or other individual, ○ They discuss students' personal care, medical needs, and other sensitive issues only with those who need such information. ○ Their annual goals for all students' individualized educational plans (IEPs) reflect common core state standards and functional skills necessary for full participation in school and in the community after high school (Jorgensen, McSheehan, Schuh, & Sonnenmeier, 2012).	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Underlying Beliefs and Redefined Roles Regarding Translanguaging	
Translanguaging represents an accurate and productive view of language acquisition and development. Understanding the multifaceted ways that students not only acquire a new language but also use their native languages will help schools better meet their educational needs.	● **Translanguaging is an approach to learning a new language often used by** bilingual or multilingual students. Translanguaging pinpoints behaviors and practices that help language learners make sense of their bilingual or multi-lingual existence. For example, students who are learning English will also use languages other than English in a variety of translanguaging approaches at school. Consider the following approaches: 　○ Students may think in their native language as they listen to and make connections with teacher's oral instruction. 　○ Students may take notes or do research in a different language when they have a stronger context for a new concept in that language. 　○ Students may study in their native language to help them remember the content and may translate their study material back to English. 　○ Students may speak in their native language with friends and family, but speak to a teacher in English to clarify instruction. ● Some of the formally identified **translanguaging practices** students use include the following: 　○ *Code switching* is the practice of switching between two or more languages or varieties of language (i.e. formal and informal) in conversation. 　○ *Translating* is determining meaning from one language to another. 　○ *Language brokering* is interpreting between individuals who are diverse culturally and linguistically. ● When educators understand the behaviors, actions, and practices of translanguaging, they can **better educate students who speak or are learning more than one language**. They are also less likely to subscribe to a hierarchy of accepted academic languages, where some languages are stigmatized and where formal, academic English reigns supreme and instruction is in English only. In many schools where this hierarchy of accepted academic languages exists, which inadvertently includes stigmatized languages, there are multiple hindrances to learning for students who are bilingual or who are learning English: 　○ Too often there are strict language policies that separate minority and majority languages	[What is Translanguaging?](#) [Translanguaging: A Guide for Educators](#) [Translanguaging: Practice Briefs for Educators](#)

Resources for Equity and Inclusive Practices

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	Underlying Beliefs and Redefined Roles Regarding Translanguaging	
	that limit the learning experiences and academic progress of students. ○ Students may feel deep insecurity about the language they speak at home and, as a result, they remain silent in the classroom. ● When **students are supported in translanguaging**, among other academic benefits, they are able to develop proficiencies in multiple languages and strengthen their reading comprehension. Consider the following observations: ○ Students are inherently supported in their language development, regardless of the languages students speak, when schools support and encourage translanguaging. ○ Students deepen their knowledge of the languages they speak and those they are learning when they are encouraged to engage with all of them. ○ Students become stronger readers and develop related reading skills such as summarizing and understanding vocabulary when they use their multilingual skills. ● School personnel and teachers serve bilingual or multilingual students well by engaging in the following behaviors and practices: ○ Learn the ideologies, beliefs, or feelings that are associated with a variety of languages as they are used in specific contexts. It is helpful to consider answers to the following questions: 　■ What languages are useful in the work force? 　■ What languages hold power in academic or social situations? 　■ Why and when do students use certain languages in different contexts? ○ Place students who speak the same languages together in classes when possible so that they can work together and have opportunities to work on languages other than English with their peers. ○ Help students understand the value of being bilingual and the benefit it is to their current education and their futures: 　■ Consider encouraging students to do research in their native languages. 　■ Provide a classroom library full of books in languages other than English and	

Resources for Equity and Inclusive Practices

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	urge students to read in other languages.
	  ■ Allow students to complete some assignments in their native language when possible.
	○ Reinforce effective learning strategies in thoughtful and structured ways, across languages. For example, when a teacher understands how a student translates for a parent at the doctor's office, those skills can then be applied to understanding text features or summarizing.
	○ Encourage students to use their entire language repertoire in their learning experiences to enhance their understanding and use of a new language. Consider the following examples:
	  ■ Ask students to write all the words they know that relate to the new vocabulary words, regardless of the language.
	  ■ Encourage students to use their native languages to discuss new concepts in Think-Pair-Share exercises.
	  ■ Ask students write a summary of what they have read in their native language.
	  ■ Create a classroom environment where multilingualism is the norm by establishing a word wall that has words in several languages listed on it.
	  ■ Have students interview one another about their language practices to help everyone better understand the roles that multiple languages play in students' learning experiences.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	World Class Instructional Design and Assessment (WIDA)	
It is important to note that all teachers who will be working with ELL students understand the World Class Instructional Design and Assessment (WIDA) standards as they plan and evaluate the effectiveness of their inclusive practices.	- Educators working with ELL students should be familiarized with the WIDA framework. WIDA defines the academic use of language that students experience in school in the various K-12 learning contexts. This idea is driven by the following questions: - What is academic language? - What language skills do students need to acquire in order to participate successfully in school? - What does a successful performance of these skills look like at the varying grade levels? - WIDA delineates the levels of proficiency in ELL students: - Level 1 - Entering - Level 2 - Emerging - Level 3 - Developing - Level 4 - Expanding - Level 5 - Bridging - Level 6 - Reaching - The standards are divided into two groups: Speaking & Writing and Listening & Reading. Within those standards are more delineations that highlight the use of language in certain subject areas. This includes, for example, the range from general language, to specific language, to technical language that students might use, such as the difference between "in all", "total", and "sum" in math or "knee", "kneecap", and "patella" in anatomy (SC State Implementation Team, 2014, p. 7). - The WIDA English Language Proficient Standards appear in a summative framework, emphasizing the outcomes of learning, and in a formative framework, emphasizing the process of learning.	WIDA United States Understanding the WIDA English Language Proficiency standards WIDA, Academic Language Guiding Principals of Language Development

Resources for Equity and Inclusive Practices

• Main ideas	Additional Information	Resources
	Students' Support Needs Drive Decisions	

To implement inclusive practices effectively, schools should allow the support needs of their students to drive their decisions.	● In order to better support students, schools need to **implement the following inclusive practices:**
	   ○ Identify the support needs of students;
	   ○ Schedule the students with disabilities into general education classes;
	   ○ Update students' IEPs where needed;
	   ○ Review and update caseloads ensuring a manageable number of students so that teachers can best support their needs;
	   ○ Provide planning time for general, ELL, and SPED teachers to prepare lessons;
	   ○ Allocate continuing collaboration time for teachers to evaluate evidence of student learning, make decisions regarding effective instructional practices, and plan for their next steps to better support student needs.
	
	● Another guideline that schools can use as they seek to be more inclusive of all students is to make certain to understand what is **expected of students in general education** classes. This expectation can then be compared to the expectation against what students are currently learning in their SPED or ELL classes. The differences between the two expectations will help determine what kind of support the students will need as they are included in general education classes.
	
	● Use a **combination of instruments** (including IEPs, report cards, evaluations, test scores, teacher and parent input, and behavior reports) to determine students' academic and emotional needs as well as their strengths.
	
	● Recognize that the **level of learning support will vary** with each student:
	   ○ Some students with disabilities or ELL students will need **minimal support** via accommodations and differentiation that can be rendered by the general education teacher alone.
	   ○ Some students will need **moderate support** provided by paraprofessionals and SPED or ELL teachers who co-teach with the general education teacher.
	   ○ Some students will need **maximum support**, accommodations, and modifications
		Ten Steps to Implementing Effective Inclusive Practices
		
		 What is a trans-disciplinary team and what are the benefits?
		
		 Research Spotlight on Block Scheduling
		
		 Looping: Supporting Student Learning Through Long-Term Relationships
		
		 Inside a Multiage Classroom
		
		 Positive Approaches to School Discipline
		
		 Family and School Partnerships
		
		 Parent, Family, Community Involvement in Education

Resources for Equity and Inclusive Practices

• Main ideas	Additional Information	Resources
	Students' Support Needs Drive Decisions	
	provided by co-teachers in their general education classes. These students may also need pull-out instruction with a SPED or ELL teacher to work on specific subjects that are particularly challenging. • Be aware of the best practices that schools use to **restructure the school day and organize the staff** in order to implement effective inclusive practices school-wide. Consider the following approaches: ○ **Transdisciplinary teaming** provides the opportunity for team members to cross discipline boundaries. The primary intent of these teams is to share expertise in order to provide richer assessment practices and more accurate intervention services. ○ **Block scheduling** allows for more individualized instruction, increased cooperative learning, extended time for student reflection, and more teacher time for planning. ○ **Multi-age student grouping and looping** encourages cooperation, mentoring, and more personalized instruction while allowing struggling students time to master material. ○ **School wide positive behavior support and discipline approaches** establish and can maintain safe and supportive school climates where all learerns increase performance. • As with all sound education practice, **inviting families to participate in their children's educational** experience enhances and extends support for students' learning. The following strategies are helpful to implement when **communicating with students' families** regarding inclusive practices: ○ Reassure parents and guardians of children with disabilities or parents and guardians of ELL students that their children will continue to receive the help they need as designated by their IEPs or other learning plans, even when they are in a general educational setting. ○ Communicate to parents of all children that research and evidence-based inclusive practices enhance and enrich the learning of all students. ○ Contact the students' families in some form at least monthly to report some sort of success, be it related to behavior or academics. Too often, teachers only contact parents when there is something wrong.	[Diversity: School, Family, & Community Connections](#)

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	The Leader's Role in Supporting Inclusive Practices	

Effective school leaders uphold, convey, and act upon the belief that all students can learn. They also support an inclusive culture where trust, effective professional learning, and peer collaboration are present.	• **Faculty and staff need to feel supported** in their efforts to make their teaching practices more inclusive. Consider the following suggestions for leadership:
	  o Empower the faculty and staff to make necessary changes to effectively incorporate inclusive practices.
	  o Provide teachers and staff with time scheduled into their workday to devote to learning about and refining their understanding and application of inclusive practices.
	  o Create a school climate where teachers and staff feel a sense of trust and safety so that they are free to openly share their successes and their challenges; to make mistakes; to ask questions; and to brainstorm with other professionals.
	
	• **Ongoing, high-quality professional development** is essential for implementing inclusive practices on campus. School and district administrators should engage in professional learning opportunities with the teachers so that they are also well informed on inclusive practices and supportive of the staff's efforts to implement inclusive practices in the classroom.
	
	• One of the first steps to implementation is to determine **what is currently happening with the identified SPED and ELL students** on campus. It is essential to also ascertain what the staff knows about inclusive practices. Consider the following questions:
	  o How many students with special needs are currently included in general ed. classes?
	  o How are the SPED and ELL students performing, relative to the performance standards?
	  o What determines whether or not SPED students are included in general ed. classrooms?
	  o Do the ELL, special, and general education teachers have common planning time? How many are co-teaching?
	  o How many general education teachers use high quality differentiated instructional strategies that support all learners?
	  o What resources are currently available to help teachers support the learning of the SPED
		Building Trusting Relationships for School Improvement: Implications for Principals and Teachers
		
		Guide to Using Data in School Improvement Efforts
		
		How Classroom Assessments Improve Learning
		
		Data Collection for SPED
		
		Behavior Strategies, Progress Monitoring & Data Collection
		
		From Intention to Action: Building Diverse, Inclusive Teams in Education to Deepen Impact

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	The Leader's Role in Supporting Inclusive Practices	
	and ELL students? ○ How do teachers and staff define inclusion? Do they know about inclusive practices? ○ Are any teachers and/or staff members currently implementing inclusive practices, and if they are, are they willing to explore and engage in additional inclusive practices? • It is critical for leaders to establish **leadership teams** that help the faculty and staff determine what changes need to be made to effectively implement and monitor the impact of inclusive practices. ○ The **inclusive practices leadership team** should be comprised of the principal or an administrator; general, special, and ELL teachers; support personnel; and even parents or guardians of special needs and ELL students. ○ The main function of this team should be to establish a campus-wide policy regarding inclusive practices that takes into consideration not only the needs of the students, but also the **needs of their families, the staff, and the faculty**. ○ The team also **collaborates with teachers and departments** to **define goals** for implementation supported by a reasonable timeline. Each goal should be developed with specific actions. Staff input will help refine these goals and make them achievable. ○ The team should **meet monthly,** at the very least, to **review the data and revise the plan** and practices where needed. They should make certain that the inclusive practices that are being implemented on campus are aligned with the school's vision for inclusion. ○ **Feedback** from all the stakeholders should be shared with the team, and the revisions and suggestions to address the feedback should be recorded and shared with all involved to solicit further feedback as well as to implement the revised actions. ○ This team should also brainstorm solutions when problems arise and **provide support to the staff** in helping them address the problems. ○ Schedule time for the staff to discuss the following topics with the inclusive practices leadership team: the challenges they face, changes that are needed, points that need clarification, and the practices that are working well.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Monitoring the Impact of Inclusive Practices	

The effectiveness of the inclusive practices must be carefully monitored using both qualitative and quantitative measures.	• In order to accurately assess the effectiveness of inclusive practices, it is important to **allow sufficient time** for teachers and staff who are implementing inclusive practices to work with students long enough to collect useful data that will accurately reflect the impact of the process. Making too many changes in teachers, staff, or students too quickly may limit the accuracy of the data collected about the plan and cause unnecessary confusion and inaccurate conclusions.
	
	 • It is likewise important for all stakeholders to be **open to revision** as there will likely be a need for it as the faculty and staff work to implement the most effective inclusive practices. Remember to always celebrate everyone's successes in the process, be they grand or small. Focusing on what is working well will inspire and empower everyone who is involved--adults and students alike.
	
	 • There are a **variety of sources** for assessing students' progress which may include the following information:
	     o Student achievement data (e.g., formative and summative assessments, competency mastery reports)
	     o School performance scores (e.g., graduation rates, placement rates, etc.)
	     o Student behavior data (e.g., number of referrals, good citizenship scores, etc.)
	
	 • Monitoring the effectiveness of the inclusive practices should be ongoing. Specific **identifiers of practice** must be carefully determined in order to evaluate progress. These identifiers of practice will be largely driven by the assessment tools used to evaluate students' progress. Consider the following suggestions:
	     o Put a process in place to review the data regularly. Determine what the process to review the data will be, how it will be reviewed, and by whom.
	     o Involve a variety of stakeholders in the evaluation process and in problem solving when challenges arise. Decide on the most appropriate stakeholders to include.
	     o Ensure that general, SPED, and ELL teachers (when appropriate) collaborate with one another and with support staff to ensure successful student learning. Determine how you
		[What Makes SPED Special? Evaluating Inclusion Programs with the Pass Variables](#)

Main ideas	Additional Information	Resources
	Monitoring the Impact of Inclusive Practices	
	will ensure that teachers and support staff are collaborating. ○ Clearly define and share paraprofessionals' responsibilities and roles. ○ Make certain that support staff assists with the instructional and behavioral needs of the students. ○ Regularly monitor the attitudes and feelings of teachers and staff regarding the effectiveness of inclusive practices. In addition to asking the staff how they feel about their professional progress, also inquire about additional support they may need. ○ Use appropriate tools to monitor academic and behavioral progress.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Effective Collaboration and Professional Learning Opportunities	
Teachers and other professionals who work with students with disabilities or students who are English language learners must engage in professional learning focused on developing powerful inclusive practices.	● **Successful collaboration** requires a shift in roles and practices amongst school personnel. Teachers that are accustomed to teaching in isolation will have to adapt to teaching with other professionals in a variety of ways. Classroom procedures or instructional practices that were once implicit and unexpressed may need to be explained; what was once private will be more public; and some autonomy may be lost. In order for teachers and support staff to collaborate effectively they need to 　○ Establish clear goals for learning; 　○ Define respective roles and expectations; 　○ Embrace a problem-solving approach; 　○ Be open to new ideas, develop mutual trust and respect; 　○ View evidence of student learning; 　○ Respond to the evidence with newly refined practices. ● Create **collaborative inquiry teams** made up of general, special, and ELL educators, counselors, paraprofessionals and any other staff members who will be working with students directly. These teams should be able to meet regularly to support each other, plan and evaluate lessons, review assessments and students' progress. ● One of the primary guides for collaborative teaching for students with special needs is contained in each student's **IEP** or a student's **504 plan** that includes information about other learning disabilities or medical issues that affect learning. These plans generally include the following information: 　○ Student's academic, behavioral and psychological goals and objectives; 　○ Present levels of performance from testing results; 　○ Accommodations and modifications; 　○ Related services that are required (e.g., speech and language support, occupational therapy); 　○ Time, duration, and frequency of service.	[Why PD for ELL Educators Matters](#) [Guidelines for Collaborative Teams](#) [Making Inclusive Education Work](#) [Some Aspects of Collaboration in Inclusive Education: Teachers' Experiences](#) [Teacher-Teacher Collaboration from the Electronic Journal for Inclusive Education](#) [Collaboration from the Inclusive Schools Network](#)

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Effective Collaboration and Professional Learning Opportunities	
	- Working in **Collaborative Inquiry Teams with a variety of teachers** provides a professional development structure that allows teachers to effectively engage with the IEP and 504 Plan information, ask questions, and brainstorm together how to best approach learning with specific students. They can also review their progress each time they meet based on evidence of student learning. **Professional development** is a critical part of effective implementation of inclusive practices. Teachers and staff need ongoing training and support as they learn how inclusive practices will work in their classrooms. - Professional development should be **ongoing** and is not as effective if it only happens at the beginning of the school year. Teachers will need on site follow-up activities, seminars, in-services, and even time to observe other teachers to really learn what inclusive practices look like in action. - Teacher collaboration enhances and extends professional learning. Where possible, employ the practice of "**teachers teaching teachers.**" It is wise to use "in-house experts" on a campus--staff members who have experience and expertise in inclusion and collaboration--to teach the other teachers how to implement these practices. These experts become valuable resources for the other teachers and staff members to seek out when they have questions or concerns. - One of the most significant and **problematic challenges for teachers of ELL students is a lack of training** in how to help ELL students be successful in the classroom. ELL teachers need to be credentialed according to their state's certification policies to ensure that they have had a thorough education specific to teaching English as a second language to young people. **All stakeholders (administrators, teachers, support personnel, staff etc.) involved in teaching and interacting with ELL students need resources and instruction** on the following topics where applicable: - Creating relationships with ELL families that draw on flexible and innovative approaches;	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Effective Collaboration and Professional Learning Opportunities	
	- Addressing and redirecting preconceived notions staff might have about students' linguistic and cultural backgrounds; - Increasing the staff's awareness of various explicit and implicit forms of oppression ELL students may be experiencing or have experienced; - Acting as committed advocates for educational change for this specific population of students; - Hiring and utilizing bilingual educators who can communicate in home languages; - Recognizing that ELL students' first language skills are a relevant asset that contributes not only to their own learning but to the classroom in general, and putting practices in place that leverage that asset for the ELL students and the entire class. - Providing for and utilizing a common planning time for the teachers of ELL students; - Identifying collaborative teaching approaches that engage the ELL specialist with all teachers in a meaningful way.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Effective Collaboration Supports Co-Teaching Practices	
There are key co-teaching practices and models that make the partnership between general education teachers and Special education or ELL teachers more harmonious in an inclusive classroom.	● Some of the best **administrative** practices that enrich the co-teaching experience include the following: ○ Provide **adequate time** so that the co-teachers (SPED or ELL teachers and general education teachers) have an opportunity to plan lessons and share strategies. They also need to maintain a clear focus on the skills and concepts students are learning as instruction is planned. ○ Allow time for **joint evaluation/reflection on the impact of the co-teaching accommodations and instructional modifications** ○ Schedule frequent (two to three times per week) opportunities for the **general education teacher to have consistent in-person or virtual meetings with the ELL teacher** in order to balance the content of the curriculum with ELL students' language development needs. ● Some of the co-teacher practices that enrich the co-teaching experience include the following: ○ Co-teachers need to participate in planning and preparation **as equal team members.** ○ Co-teachers need to establish and **nurture the collaborative process** and **maintain communication**. ○ Co-teachers need to **analyze formative assessments collaboratively**, determining the impact of their practices and deciding together what next steps need to be. ○ Co-teachers need to **negotiate flexible, regular teaching roles** in the mainstream (inclusion) classroom. ● Co-teachers need to collaboratively determine the co-teaching model that they will use. There are a number of **co-teaching models** to consider. These models **vary by district and by state**. Consider the following models:	[The Importance of Collaboration in SPED](#) [Collaboration Between English as a Second Language Teachers and Content Area Teachers; Implications for Working with ELL students](#) [Collaboration Between General and SPED: Making it Work](#) [Best Practices For Collaboration Between ESL And General Education Teachers](#) [ESL and Classroom Teachers Team Up to Teach Common Core](#)

Main ideas	Additional Information	Resources
	Effective Collaboration Supports Co-Teaching Practices	
	○ **Complementary Teaching:** The classroom teacher does the formal teaching while the support personnel does something that compliments the general educator (such as recording projected notes for all the students to see or paraphrasing the teacher's statements or providing examples to illustrate a concept the teacher is presenting). ○ **Support Teaching:** The SPED teacher makes helpful observations throughout the lesson or moves to specific students to provide support during the lesson while the general education teacher leads the instruction. ○ **Station Teaching:** The co-teachers facilitate learning at the stations for which they are responsible. That agreement is reached between the co-teachers prior to working with the students. ○ **Parallel Teaching**: The classroom teacher and support personnel--the SPED or ELL teacher, the speech language therapist, the psychologist-- rotate among heterogeneous groups of students in the general education class. ○ **Team Teaching:** Both co-teachers present the lesson. They are each responsible for the delivery of specific components of the lesson. ○ **Alternative Teaching**: Designated students circulate to the general teacher and the SPED teacher in a station like format. The SPED teacher pre-teaches the language objectives related to the content. The classroom teacher teaches the content lesson objectives. ○ **Consultation Teaching**. The support personnel provide assistance to the general educator regarding strategies to meet the needs of specific students enabling the general education teacher to reach all the students in the inclusive class.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Effective Collaboration With Support Personnel	

All adults who work to educate the heterogeneous population that comprises an inclusive classroom need to coordinate with one another to provide the best possible experience for students in their care. It is important that these professionals understand one another's responsibilities and roles.	● It is important that general, SPED, and ELL teachers know the services support personnel can provide in order to effectively collaborate. Note HIDOE's school-based support roles:
	   ○ **School-based physical therapist:** Collaborates with other instructional personnel to develop and design developmentally appropriate programs and ensure safe, accessible educational environments for students with disabilities. Focuses on functional mobility, efficient access, and participation in educational activities and routines in natural learning environments. Provides services to support students with disabilities to improve their functional skills in a variety of school settings, including the classroom, gym, and playground. National professional organization the American Physical Therapy Association (APTA) http://www.apta.org/.
	   ○ **School-based physical therapist assistant (PTA)**: Provides services under the supervision of and in partnership with the physical therapist.
	   ○ **School-based occupational therapist (OT)**: Collaborates with other instructional personnel to support student participation in school–related routines and activities. Promotes the occupation of being a student within various school routines, such as classroom activities, recess, and lunch. Includes activity and environmental analysis and modification with a goal of reducing the barriers to participation. National professional organization: American Occupational Therapy Association (AOTA) http://www.aota.org.
	   ○ **School-based occupational therapist assistant (COTA):** Provides services under the supervision of and in partnership with the occupational therapists (AOTA).
	   ○ **Speech-language pathologist**: Identifies and provides services for students with a range of speech, language, communication, hearing, and/or swallowing difficulties that impact mastery of curricular standards, literacy, learning, and social interactions. Speech-language services are provided as the primary special education disability for a student or
		GUIDELINES Training Support of Paraprofessionals Working with Students Birth to 21
		
		Definition of Roles: Teachers and Support Staff
		
		Recognizing the Importance of Support Staff in a Student-Centered School

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Effective Collaboration With Support Personnel	
	as a related service. National professional organization: American Speech Language Hearing Association (ASHA) http://www.asha.org. ○ **Adapted physical education teachers**: Trained teachers who help children participate in physical education activities. ○ **School psychologist**: Provides direct support and interventions to students; consults with teachers, families, and other school-employed mental health professionals (i.e. school counselors, school social workers) to improve support strategies; works with school administrators to improve school-wide practices and policies; and collaborates with community providers to coordinate needed services. National professional organization: National Association of School Psychologists (NASP) http://www.nasp.org. ○ **Social worker**: Partners with parents and other school or community professionals on problems that affect the student. Addresses the social and psychological issues that can block academic progress through counseling, crisis intervention, and prevention programs. National professional organization: School Social Work Association of America (SSWAA) http://sswaa.org. ○ **Social worker-autism**: Partners with parents and other school or community professionals on problems that affect students with autism spectrum disorders. National professional organization: School Social Work Association of America (SSWAA) http://sswaa.org. ○ **Paraprofessionals**: Under the supervision of classroom teachers or other support personnel, they provide instruction-related services to students. Paraprofessionals also observe and report on difficulties as well as collect data on student progress. ○ **Clinical Psychologist**: Provides services in clinical psychology. Also provides psycho-diagnostic, psychotherapeutic, consultive services, and training.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Effective Collaboration With Families	
It is important that school personnel orchestrate ways to incorporate students' families into the school community.	**Parents or guardians of all students should be involved** in the educational decisions for their children, but, when possible, they should also be invited to be part of the campus activities. Consider the numerous ways that parents or guardians can contribute to the life of the school: - Volunteering at school events (e.g., festivals, performing arts, sports events), - Serving as a guest speaker in the classroom or for Career Day, - Being involved as a fundraiser for special activities or to support such groups as the school's parent booster club. - The level and type of parent engagement will vary from school to school, but it is important to **design meaningful opportunities for parents** to be involved that correspond to their availability and schedules. **Engagement of students, families and communities is critical** to the success of ELLs. - Student, family, and community engagement works when all members of the school community (administrators, staff, parents, and students) are committed to the broader mission of learning success for each student. - This process begins with including the parents and guardians of ELL students by soliciting support and ideas about the specific needs, challenges, and fears of their children. - Consider hosting events in the evenings or before school early in the school year with the families of ELL students where translators are present to help them communicate ideas. More than one of these events may be needed to accommodate the work schedules of parents and guardians. - If parents or guardians cannot attend an event, send out a **simple electronic or paper survey** in their first language that asks questions about their children. Simple questions help engage parents	How to Reach Out to Parents of ELLs Engaging ELL Families: 20 Strategies for School Leaders

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Effective Collaboration With Families	

	and guardians by talking about their children's feelings about school. The same sorts of questions can also be posed to ELL students in their first language (by translators if they cannot yet read) to help teachers get a sense of how these students are feeling about school. For example, consider the following questions:
	
	    ○ What helps your child feel safe and cared about at school?
	    ○ What are your child's concerns about school?
	    ○ Which subjects in school does your child enjoy?
	    ○ Which subjects are the most challenging?
	    ○ What can your child's teacher do to make school more enjoyable for your son or daughter?
	
	● Throughout the school year, the parents of ELL students should be invited to participate in open houses, parent-teacher conferences, student-led conferences, and other school events that focus on students' academic progress and successes. Provisions should be made so that translators are readily available for parents and guardians to communicate with teachers and school staff. All written communications should also be in students' home language.
	
	● Consider assigning specific support personnel, preferably those who are bilingual, to act as liaisons for the families of ELL students so that they have a safe person with whom they can communicate their questions and concerns about their child's education.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices in the Classroom Through Accommodations and Modifications	

Teachers in inclusive classrooms consider the programs and supports available for their special needs students when implementing modifications that are necessary to support each student's continued learning.	● **Accommodations and modifications** that are detailed in students' IEPs or 504 plans will specifically help teachers support students. There are numerous strategies that teachers can implement to support each learner.
	
	● **Accommodations** are changes that need to be made in the teaching procedures in order to allow students to access the information and concepts as well as allow students and equal opportunity to demonstrate what they have learned. Examples of accommodations include the following:
	  ○ Allow students to take exams in a quiet room away from the distractions of the classroom,
	  ○ Have students say their answers to a study guide aloud rather than having the students write their answers,
	  ○ Permit students to use calculators or other supportive devices,
	  ○ Provide written notes, larger print on documents, or oral versions of a test.
	
	● **Modifications** are changes in what students are expected to learn. The modifications should be age and developmentally appropriate for the students but still focus on the central concepts students are learning in the class. Examples of modifications include the following:
	  ○ **Same, only less**: Assign students to work with five to seven key vocabulary words rather than 20 or complete only the even numbered math problems rather than all of them.
	  ○ **Streamlined curriculum**: The depth and breadth of assignments may be reduced, but are still focused on key concepts.
	  ○ **Same activity with infused objective**: The assignment or activity does not vary from what the other students are doing, but includes an objective from the IEP specific to the needs of the student.
	  ○ **Curriculum overlapping**: Students may work on the same assignment in a related class, which helps students see the connections between the subjects and allows the student more time to finish.
	
	● There are two approaches to **assessments** when including students with special needs in general education classrooms:
		[How to Accommodate and Modify SPED Students In Today's Educational World](#)
		
		[Common Modifications and Accommodations](#)
		
		[10 Worst Modifications for Students with Disabilities (and 100+ Good Ones!)](#)
		
		[Instructional Resources and Research-Based Strategies for Busy K-12 Teachers (SPED & ELL)](#)

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices in the Classroom Through Accommodations and Modifications	

	○ Students with disabilities are provided assessment accommodations that are specific to their individual challenges but that do not provide an unfair advantage to these students.
	○ Students are provided an **alternate assessment** that includes the following components:
	    ▪ Identifies clearly defined evaluation criteria and scoring procedures,
	    ▪ Includes a reporting format that clearly conveys student performance according to state academic achievement standards.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices in the Classroom Through an Understanding of Brain-Based Research	

Understanding the components of brain-based research helps educators make informed and sensitive decisions about the variety of ways they might deliver content and assess student learning.	• Brain-based learning combines components of social and emotional learning with research-based academic interventions.
	
	• Some of the central ideas in brain-based learning and research include the following:
	  ○ There is a direct connection between students' emotional state and what they learn.
	    ▪ When teachers strive to gain and keep students' attention by engaging their brain-based emotional systems, students are more invested in what they are learning, and they will understand its value and comprehend it on a deeper level.
	  ○ Individual students learn best according to the ways in which their brains best process and make connections with new information.
	  ○ When learning ceases to be fun, and engaging, learning ceases.
	    ▪ When teachers remove the joy, the play, and the comfort from the classroom, students are less likely to experience long-term memory storage and effective information processing. Rather, they feel bored, anxious, and disengaged.
	    ▪ Superior learning experiences happen when students enjoy the process, when what they are learning is interesting and connected to their personal lives, when it has meaning and relevance. Students will retain skills, concepts, and content when there is a strong positive emotional connection to what they are learning.
	
	• Teachers who engage in brain-based learning strategies strive to do two things:
	  ○ They modify their teaching methods so that they more effectively teach all students, not just one part of their student population.
	  ○ They create a classroom environment that is safe yet challenging and that respects the emotional needs of the students.
	
	• Teachers who engage in brain-based learning strategies also understand the following ideas:
	  ○ **Exploration and inquiry** play an important role in an inclusive classroom that promotes brain-based learning.
	  ○ **Mindfulness** practices help students prepare emotionally and mentally for learning.
		The Neuroscience of Joyful Education
		
		Neuroscience and SPED
		
		Our Students' Minds Matter: Integrating Mindfulness Practices into SPED Classrooms
		
		Implementing Differentiated Instruction Strategies
		
		Strategies That Differentiate Instruction Grades 4 - 12
		
		Problem-Based Learning
		
		Multisensory Instruction: What You Need to Know
		
		Learning Styles

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices in the Classroom Through an Understanding of Brain-Based Research	
	Teaching strategies that incorporate brain-based learning include the following: - Differentiated instruction; - Problem-based learning; - Multisensory approaches to reading, writing, and math; **Educators** who embrace brain-based learning strategies understand that an **inclusive learning community** that celebrates and engages all learners via brain-based learning requires buy-in from every adult who interacts with the students on campus. - Building a brain-based learning community is an ongoing process that will take a yearlong effort to create. - Educators will need professional development in brain-based learning and time to engage with and refine their teaching strategies. - Regular meetings to discuss the successes and challenges to building this learning community and refining and sharing their academic and emotional instructional practices to do so will be necessary. **Students** need to understand that they play an important role in building a brain-based learning community free of ridicule, sarcasm, and prejudice where all students feel safe to learn. - Students need to be encouraged to celebrate the diversity and the varied accomplishments of other students in their classes. - Students should be encouraged to produce their best work in these learning communities, and their work should always be on display at school and in the community. - Students should learn to respect their teachers, each other, and themselves. They need to be accountable for their own actions and for their contributions to their social and academic improvement. - Students are best supported when they become part of a learning community that celebrates their hard work.	[Left Brain vs. Right Brain Teaching Techniques](#)

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices in the Classroom Through Multi-Level Teaching	
Teachers who embrace inclusive strategies engage in authentic, multi-level teaching in their classrooms. This approach allows students to learn at their own level while they are heterogeneously grouped.	● **Authentic multi-level teaching** is effective in all classroom settings where the students have dramatically different ability levels, but they learn together or work individually using materials that challenge them at their own ability level. This approach to teaching effectively supports students with disabilities and ELL students. ● Authentic multi-level teaching works best when general education teachers and support staff are on the same page using authentic, multi-level teaching methods, working together to engage and instruct the students. It does not allow for a pullout scenario for instruction. ● Authentic multi-level teaching typically stems **from three approaches**: 　○ A focus on the individual needs of students and building the curriculum to address those needs, 　○ A focus on group activities emphasizing the social nature of learning while allowing students to learn at different levels, 　○ A curriculum that is borne of the interests and experiences of the students, incorporating projects and thematic investigations allowing for multi-level engagement. ● Authentic multi-level teaching incorporates what Celia Oyler from Columbia University has identified as "**key tenets of accessible instruction"** which include the following practices: 　○ Teachers search for the strengths in all learners. 　○ They expand beyond the whole class uniform lesson format. 　○ They utilize flexible grouping. 　They encourage collaborative problem solving (Peterson, Hittie, & Tamor, 2002). ● **Lesson planning within authentic multi-level teaching** begins from a holistic view that takes into account the individual needs of students. The process that this approach yields typically follows a pattern: 　○ First, teachers design a series of lessons on an over-arching topic that allow students to start at varying levels of complexity and academic difficulty.	Best Practices in Inclusive Instruction for ELLs Authentic, Multi-level Teaching: Teaching Children with Diverse Academic Abilities Together Well Principles of Authentic Multi-level Instruction

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices in the Classroom Through Multi-Level Teaching	
	○ Then teachers encourage students to find a starting place in the activity that interests them. ○ The students then either work with their peers or with teachers' help in order to finish the activity and move to the next one. ○ The students direct their own learning with support as they utilize multiple modalities of input and expression. ○ Students are encouraged to work as deeply and as far as their motivation, interests, and abilities will allow them. ○ Progress is measured by growth and an effort-based evaluation that aligns with appropriate grade-level standards. ● **Authentic learning is central to effective inclusive practices and genuine learning**. It connects students' lives to what they are learning in the classroom. Students are much more engaged if what they are doing in the classroom is meaningful, purposeful, and designed for a designated audience. ○ For example the difference between writing practice letters on a certain topic to an imaginary person versus writing an actual letter to an actual person or company for a purpose and with the expectation of a response changes students' level of interest and engagement. ● **Authentic tasks provide a context for specific skills to have a real purpose**. ○ For example, students begin to recognize the importance of accurate spelling when they read each other's work, or the need for correct computation when they are creating a spending plan for purchasing food for a class-hosted event. ○ Authentic tasks have space for students to work and grow at varying levels and they allow for varying levels of output and different contributing roles at different levels.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices in the Classroom Through Effective Instruction and Assessment Practices	

There are a variety of instructional and assessment practices that specifically enhance the inclusive classroom experience for SPED and ELL students.	• Instructional strategies that make the content more relevant and meaningful include the following:
	  ○ **Partner Learning/ Cooperative Learning** can take on many effective forms. Groups work best when they are heterogeneous and when teachers provide clear goals for the completion of tasks within the assignment as well as explicit instruction for expectations for interactions within the group.
	  ○ **Project or problem-based learning (PBL)** is characterized by hands-on learning, graphic representations, peer support, and practical demonstrations. PBL is driven by inquiry and problem solving.
	  ○ **Activity-based learning** is where students engage in public service, fieldwork, community-based research, and even internships in conjunction with in-class work.
	  ○ **Service learning** is characterized by community involvement that integrates academic goals and community service through the completion of projects and a cycle of action and reflection.
	  ○ **Differentiated instruction** occurs when teachers develop and allow for different levels of expectations for the completion of tasks within a lesson or unit. The content addressed, the process of learning, and/or product that is produced are varied depending on the needs and abilities of the student.
	
	• **A curriculum that is cross-curricular and thematically organized within units** allows students to delve deeper into the content through inquiry. In this approach, many areas of the curriculum are integrated within a theme that connects them all together. The goal of cross-curricular and thematic units is to have more depth in the exploration of the content and to help students see the connectedness between the subjects they study.
	  ○ For example, having students work on creating an exercise routine for an athlete of a specific sport can incorporate content from health and fitness as well as science and literacy. Or having students work on different components of a project about genocide in their social studies and English classes will help them see the interrelatedness of the two subjects.
		Cooperative Learning Strategies for All Students
		
		Problem-Based Learning
		
		Activity-Based Learning
		
		What is Service Learning or Community Engagement?
		
		20 Differentiated Instruction Strategies and Examples [+ Downloadable List]
		
		Differentiated Instruction: Inclusive Strategies for Standards Based Learning that Benefit the Whole Class
		
		Deeper Learning: Why Cross-Curricular

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices in the Classroom Through Effective Instruction and Assessment Practices	

	• Inclusive classrooms embrace a balanced approach to **literacy development** that combines **whole-language and phonics instruction**. While there has been some debate over which approach to use, experts now recommend a combination of the two. The following qualities of this combined approach have yielded positive results. Specifically, this type of reading program should follow certain guidelines:
	   o Employ one part whole language approach and one part phonics,
	   o Take into account each student's learning style and both the strengths and weaknesses that students have demonstrated,
	   o Involve parents in supporting students' literacy development and recognizing that they can be a vital part of students' reading successes.
	
	• **Assessments** in inclusive classrooms need to include more options beyond the traditional paper-and-pencil quiz or exam. Alternatives include the following suggestions:
	   o Portfolio artifact collections,
	   o Role playing,
	   o Demonstrations,
	   o Presentations using selected data tools,
	   o Projects with public products intended for an audience beyond the classroom.
	
	• **Paper and pencil assessments** are sometimes necessary, and while they should not be the only form of assessment used to evaluate students' progress, they still provide teachers helpful information. **Assessment accommodations for ELL students** (and some SPED students) that have proven effective on paper and pencil exams include:
	   o Extended time to complete exams,
	   o Linguistic modifications that intentionally reduce the complexity of the language in test items,
	   o A glossary of key terms.
		Teaching is Essential
		
		Thematic Learning
		
		Whole Language and Phonics: Can They Work Together?
		
		Assessment of ELL students With Disabilities
		
		Assessing Students with Special Needs
		
		The Formative Process by Kamm Solutions
		
		Guidelines for Effective Feedback
		
		Seven Keys to Effective Feedback
		
		Twenty Ways to Provide Effective Feedback

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices in the Classroom Through Effective Instruction and Assessment Practices	
	The formative assessment process has been proven to strengthen learning across multiple studies. The formative assessment process engages students in a **cycle of learning that includes the following components:** **Engage students in understanding the learning goal** as well as the specific criteria by which their work will be assessed. - Determine a clear **learning progression** with students for reaching the learning goal. - Collect **evidence of learning** aligned with the specific learning goal. Note that this evidence may take many forms and is often informal (e.g. discussion notes, a simple form of writing, observation of group participation, oral responses, a specific math problem, a graphic organizer, etc.). - Provide frequent, timely, and specific **feedback** from peers and teachers. - Offer **multiple opportunities** for students to use feedback to revise their work and resubmit it. - Provide rich opportunities for students to **reflect on their work** and set goals for new learning by answering the following questions: - What is your learning goal? Why have you selected this goal? - What action steps will you take to achieve this goal? - What help will you need, and where will you find this help? - How will you know if you are successful? - How will you celebrate your success? - A key element for assessing students eligible for SPED, general education and ELL is **observation**. It is important to observe and analyze written work, verbal responses, behaviors, projects and performances. - When incorporated into classroom practice, the **formative assessment process** provides information needed to adjust teaching and learning in real time. The process serves as a **check for understanding for both teachers and students** during the learning process.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices Through Sheltered Instruction Observation Protocol	
By many experts' estimates, Sheltered Instruction Observation Protocol (SIOP) is the most effective form of inclusive instruction for students learning English.	• The **goal of SIOP** is to imbed English instruction activities within the content of academic lessons so that students simultaneously learn English and academic concepts. The U.S. Department of Education says the SIOP model is a "framework for planning and delivering instruction in content areas such as science, history, and mathematics to limited-English proficient students." (Hanover Research, 2015, p. 9). • The **format for the SIOP model** generally follows specific steps: ○ **Lesson preparation** – teachers prepare the content, identify the language objectives for students, identify any supplementary materials needed and meaningful activities central to the lesson, and adapt the content according to the language proficiency and needs of the students. ○ **Building background** – teachers help students make connections to the content and their own backgrounds and experiences, link what they already know to what they are learning, and identify key vocabulary students will encounter. ○ **Comprehensible input** – teachers use speech that is appropriate to students' proficiency levels (enunciate, speak a little slower), explain the academic tasks clearly, and use a variety of techniques to make concepts clear (models, demonstrations, hands-on activities, etc.). ○ **Strategies** – teachers provide students opportunities to use a variety of critical thinking strategies (predicting, problem-solving, summarizing etc.), use consistent scaffolding activities throughout the lesson, and use a variety of questioning types to engage students in critical thinking. ○ **Interaction** – teachers provide frequent opportunities for students to discuss as a class with the teacher and with each other to elaborate on their ideas and understanding of the concepts, organize students into groups that support language development and the objectives of the lesson, and provide consistent and sufficient wait time for students to respond. ○ **Practice and application** – teachers provide hands on materials and manipulatives for	[What Is the SIOP Model?](#) [SIOP Lesson Plans and Activities](#) [SIOP Toolbox](#) [Vocabulary Practices](#)

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices Through Sheltered Instruction Observation Protocol	

	students to practice and engage with new content, provide activities for students to apply new content and language knowledge in the classroom and provide activities that integrate reading and writing as well as speaking skills.
	  ○ **Lesson delivery** – teachers make certain to support the content and language objectives clearly, engage students for 90 to 100% of the class period, and pace the lesson according to the students' needs.
	  ○ **Review and assessment** – teachers provide a comprehensive review of the key concepts and vocabulary from the lesson or unit, provide regular feedback to students regarding their output throughout, and conduct assessments of student learning and comprehension throughout the lesson – observations, spot-checks, group response (Hanover Research, 2015, pp. 10-11).
	
	● The following **strategies** can be incorporated within the different phases of the SIOP model (Note that these practices are good for all learners):
	  ○ Consider teaching a set of academic vocabulary words intensively across several days and using a variety of approaches.
	  ○ Integrate specific oral and written language instruction into all content areas and not just language arts.
	  ○ Model, explain, and demonstrate processes for students regarding what they are expected to do. Explain your thought process aloud and display good student and teacher samples.
	  ○ Speak slowly and clearly and provide adequate wait time so that students are able to formulate their responses whether in thinking or in writing. Remember that ELL students will translanguage, often using two or more languages to formulate spoken and written responses.
	  ○ Use non-linguistic cues such as visuals, sketches, intonation, gestures, etc. to help students access both the content and the language. Never underestimate the effectiveness of visuals with ELL students. Avoid relying solely on lectures and textbooks.
	  ○ Always provide both verbal and written instructions. This helps students have something	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Promoting Inclusive Practices Through Sheltered Instruction Observation Protocol	
	to refer to when they have questions. Do not expect language learners to understand what they are supposed to do without clearly written step-by-step instructions. ○ Regularly check for understanding throughout the lesson to provide teachers insight into students' needs. Asking students to show thumbs up, down, or in the middle is a great strategy to quickly check what students are understanding and helps them monitor their own comprehension of content. ○ Always emphasize that it is ok if students do not understand and invite them to communicate when they are struggling. Avoid assuming that silence equates with understanding or asking "Are there any questions?" as students tend to not orally reveal what they do not understand. ○ As is emphasized in the translanguaging section, never discourage students' use of their home language. They will make sense of what they are learning in the language and context that is most familiar to them, and they need to be allowed the space, time, means, and support to do so.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Using Technology to Extend and Enhance Learning	

Technology, when incorporated properly, can enhance and extend learning for all students. Students with special needs can especially benefit from the thoughtful application of a variety of assistive technologies.	• **Technology**, when incorporated properly, can **enhance and extend learning** and provide access information digitally that students otherwise may not be able to access. It is a means through which students can communicate with their teachers and each other. When implemented well, technology becomes a supportive learning tool that can be used in the following ways:
	   ○ Research information from quality sources around the world and in different languages;
	   ○ Work with partners on projects where all can contribute to the same documents or projects;
	   ○ Access videos, podcast, surveys, digital study guides, and more to engage learners and enrich learning experiences.
	
	• **Blended learning** is a powerful option for all students, including students with disabilities. In blended learning settings, students learn in a classroom where they have personal contact with a teacher, but their learning is also enhanced through digital opportunities. This blended learning approach is characterized by the following qualities:
	   ○ Students learn online in some form and on their own timetable where they have choice on the pace and the path for their learning.
	   ○ Students also spend time in classes at a school building away from home connecting their digital learning with the topics being explored in the classroom.
	   ○ Students with special needs are effectively supported through individual learning paths that connect and integrate blended learning experiences.
	
	• Students with individual education programs (IEPs) may have accommodations that require **assistive technology**, which can significantly help students who have learning differences. Assistive technology is essentially an item, a piece of equipment, a computer program, or a system that **helps students bypass, work around, or compensate for challenges they face**.
	
	• There are many **types of assistive technology**, some that are considered to be hardware, which is actual equipment, and others that are considered software, which includes computer programs. Consider the following examples:
		[Assistive Technology for Kids with Learning Disabilities: An Overview](#)
		
		[Assistive Technology for Children with Learning Difficulties](#)
		
		[What is Blended Learning?](#)

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Using Technology to Extend and Enhance Learning	
	○ **Written language technologies** help students worry less about creating an error free document and focus more on putting their ideas on paper. Some examples include the following types of assistive technologies: ▪ Word processing programs, ▪ Spell check programs within or separate from a word processing program, ▪ Proofreading programs or grammar checkers, ▪ Speech synthesizers with screen review that will read back what students have written, ▪ Speech recognition software so students can speak to a computer to operate it, ▪ Outlining programs that automatically progress through an outline format as students create it, ▪ Brainstorming or mind mapping programs, ▪ Word prediction programs that work with word processing programs to suggest what word writers might need next, ▪ Alternative keyboards that provide a variety of supports to students including larger buttons or reordered alphabets, etc. ○ **Reading Technologies** minimize the struggle for students with reading difficulties. Some assistive technology examples include the following: ▪ Optical character recognition programs that read aloud text that is digital or hard copy, ▪ Speech synthesis and screen review programs that read aloud texts to students, ▪ Tape recorders or digital recorders that read aloud recorded text including digital books, ▪ Variable speech control programs where students can speed up or slow down the pace of the text being read aloud without distorting the sound of the words. ○ **Listening Technologies** provide help and support to students with hearing impairments or those who have difficulty focusing on auditory instruction and information. Consider the following examples of listening technologies: ▪ Personal FM listening systems that bring a speaker's voice right into the ears of	

Main ideas	Additional Information	Resources
	Using Technology to Extend and Enhance Learning	

	a student,
	  ▪ Tape recorders or digital recording devices that help students capture lectures and spoken information.
	  ○ **Other devices** help with memory. Consider the following:
	    ▪ Planners, written or digital, help students record what they need to remember.
	    ▪ Apps on smartphones help students take notes, plan with a calendar, and record important information they need to remember.
	  ○ **Math Technologies** help students who need support with skills specific to mathematics. Some examples include the following:
	    ▪ Talking calculators with speech synthesizers that speak when buttons are pressed,
	    ▪ Electronic math worksheets that help students line up and work through basic math problems on a computer screen rather than on paper.
	  ○ Students with severe disabilities may require a few different types of assistive technology. It is effective when the implementation of these technologies is **considered in stages, where the greatest need is identified first**. Students learn to use the identified technology to meet their greatest need and then work toward learning to use other assistive technologies that help them with their additional needs.	

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Using Technology to Extend and Enhance Learning for ELL s	
Students who are designated as ELLs can benefit greatly from the thoughtful incorporation of technology.	● Using technology in classrooms where ELL students are present can help students **learn the content and English at a quicker pace** than they would otherwise. Technology benefits ELL students in the following ways: 　○ Students make **visual connections** with new material when teachers incorporate pictures and video in lessons. 　○ Students make connections between everyday language and more academic language when pictures and other visual cues are used. 　○ Students can show what they know using technology in a variety of ways to help their teachers have a clear picture of their progress. Note the following examples: 　　▪ Since oral language is often acquired before written language, student-created videos, for example, can be a way that students demonstrate what they know by using images, voice recordings, and music. 　　▪ Note that students who are learning English are often intimidated by public speaking. Recording their voices with the option to redo mistakes is less intimidating for students. 　○ Specific technology such as Smart Boards help students designated as ELLs with note taking and connecting new information to prior knowledge. 　　▪ One benefit of a Smart Board is that teachers do not have to erase notes from the Smart Board but simply have documents that they show students and then provide hardcopies for students who have trouble both comprehending and copying notes simultaneously. 　　▪ Teachers can embed organizers, videos, visuals, and more into the notes to help students who area learning English to understand the concepts more clearly. 　　▪ On a Smart Board, teachers can also toggle back and forth between previous notes or concepts to help students make connections to prior knowledge. 　○ Document cameras also help students see and hear what teachers are referring to within textbooks or other resources so that they can better follow along with a discussion. 　○ Discussion boards also allow students who are learning English to engage in discussions about academic subjects in a non-threatening and social way.	[Technology-Driven Innovations for Teaching English Learners](#) [Supporting ELL students Through Technology](#) [How to Integrate Technology with Teaching ELL Students](#)

Resources for Equity and Inclusive Practices

Main ideas	Additional Information	Resources
	Using Technology to Extend and Enhance Learning for ELL s	
	- Current information regarding the use of **iPods and iPads** with students who are learning English is anecdotal, but promising. Some of the benefits of these devices include the following: - Students have had greater access to information, visual images, videos, music, audiobooks, and audio textbooks in English. - Students are able to quickly access translation, dictionary, and language-learning apps to help them communicate with more efficiency. - Students can easily make recordings of their voices speaking English. - Students can be challenged with higher reading levels because of the visual support and quick access to translation and dictionary applications. - The **changes in behaviors** for students who are designated as ELLs are notable with the digital devices. - With the convenience of digital tools, students are more apt to look up words and phrases they don't know. Apps for ebooks allow students to define words that they previously would have skipped over. - Students who may not speak English in class record their voices speaking English at home for only the teacher to hear. - Students use translation apps when they are confused. - Students do research in their native language to enhance their understanding of a topic. - Schools that **implemented technology effectively** do so with the following qualifiers: - Teachers receive professional development training in learning how to maximize the utilization of these tools with their students. - The students are able to use the devices in all of their classes to support learning, not just their ELL classes. - Students are able to take the devices home to further their language learning rather than turn them in at the end of the day.	

Resources for Equity and Inclusive Practices

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