

Spotlight Instructional Practices Inquiry to Action Teams



**Teachers College
Inclusive Classrooms Project.**

Students with disabilities who were included in the general education curriculum:

- Significantly more and higher post-secondary education attainment
- Significantly higher rates of competitive employment
- Significantly higher rates of independent living
- Significantly higher rates of friendship
- They spent significantly more instructional time with a teacher
- They were much more likely to be white than African American or Hispanic
- Significantly lower rates of incarceration
- Significantly higher rates of literacy



Comparison of State Level LRE Data (DAC- IDEA Data, 2008)

Percent of students, ages 6 through 21, receiving special education services outside the regular class setting more than 60 percent of the school day.

This definition includes students with disabilities in public schools, separate alternative schools, residential facilities, parentally placed in private schools, correctional facilities, and home or hospital environments.



State	% Students in MRE Settings
Vermont	0
Puerto Rico	5.84
North Dakota	8.33
Alabama	9.41
South Dakota	10.5
West Virginia	10.5
Oklahoma	11.36
Nebraska	11.37
Wyoming	11.44
Idaho	11.76
Kansas	12.02
Iowa	12.66
Kentucky	12.88
Texas	13.66
Oregon	13.7
Montana	13.79
Colorado	13.81
Connecticut	14.1
Wisconsin	14.33
Minnesota	14.55
Nevada	15
Pennsylvania	15.39
Mississippi	15.47
Tennessee	15.6
Alaska	15.63
Missouri	15.68
Washington	15.73
Maine	16.25
Arkansas	16.8
North Carolina	18.04
Arizona	18.26
Indiana	18.93
Georgia	19.04
Louisiana	19.11
Utah	19.21
Ohio	19.63
Virginia	20.91
Michigan	21.3
New Mexico	21.53
Rhode Island	21.97
Florida	22.06
Massachusetts	22.62
California	22.84

State Performance Plan
Indicator 5: Least Restrictive
Environment – School Age

48. Hawaii	28.93
49. New Jersey	29.19
50. New Hampshire	30.26
51. New York	32.46
52. District of Columbia	51.96

Goals of the NYC DOE Special Education Initiative

- 1) Build system-wide instructional and organizational capacity at the central, network, and school levels.
- 2) Close the significant achievement gap by providing students with disabilities increased access to and participation in the general education curriculum.
- 3) Promote more flexible instructional programs by using innovative approaches and maximizing the flexibility within the Continuum of Services, and learn about these designs from schools.



Inclusion as Continuous Action

What are the elements of inclusive education as a continuous action?

1. Human differences are expected
2. Curriculum assumes diversity and pluralism
3. Equity pedagogy is the goal



Teachers College Inclusive Classrooms Project

Conference
Days

Spotlight
Instructional
Inquiry to
Action Teams

District
Administrative
Internal PD

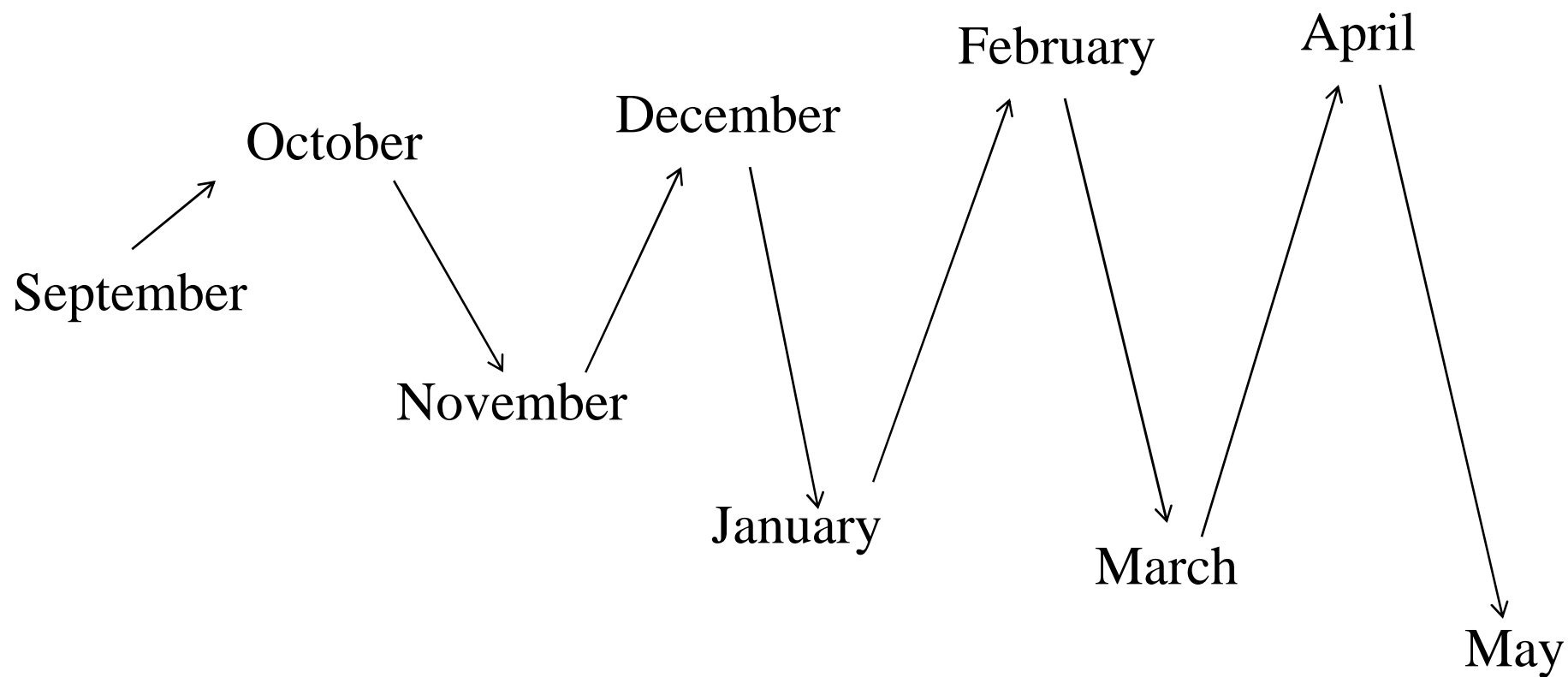


Spotlight Instructional Inquiry to Action Teams

1. Planning and enacting student, classroom, and school strategies to maximize **positive student behavior**
2. Utilizing **new technologies** to foster literacy
3. Integrating **multimodal projects** into the curriculum
4. Incorporating **culturally relevant pedagogy** into the classroom
5. Planning multilevel and dynamic **classroom assessments**
6. Planning and implementing **peer supports** for inside and outside the classroom
7. Fostering strong **family/community-school** communications
8. Creating **flexible special education services** maximizing collaboration amongst instructional teams







An invitation from The Teachers College Inclusive Classrooms Project
in collaboration with the New York City Department of Education
Division of Students with Disabilities and English Language Learners



A conference by teachers for teachers

June 9, 2011

8:30 – 3:00

Teachers College | Cowin Center
525 W. 120th Street

To register, send each participant's name, school or network, and email address to:
tcicp@tc.edu. Registration is open only to Phase One schools until April 1.
After April 1, registration will be open to all schools.



Inclusive Classrooms Project.

Inclusive Education: Multimodal Spotlight Team

Robert Quinlan

General Education Teacher, Future Administrator

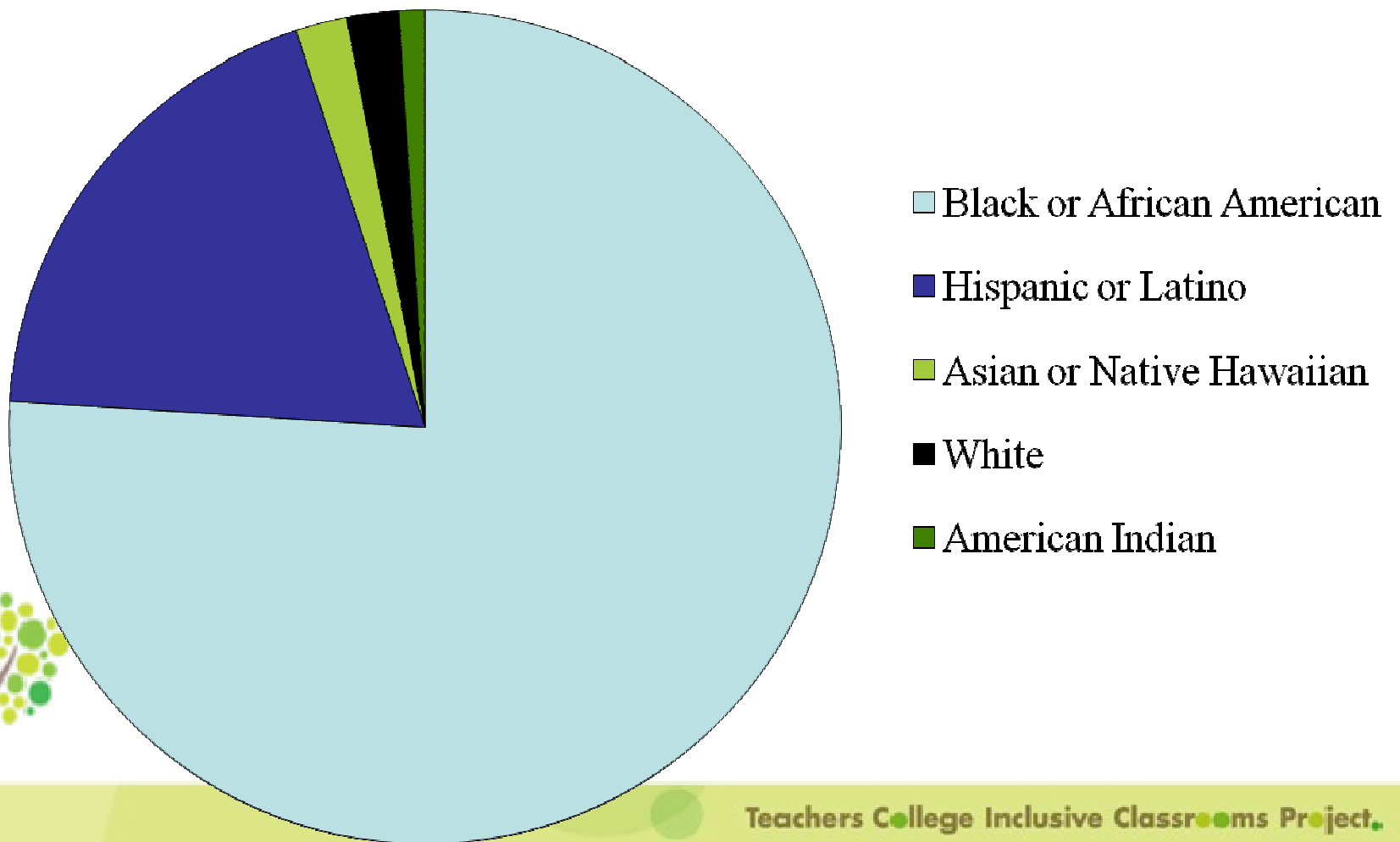
Brooklyn High School of the Arts

Brooklyn, New York



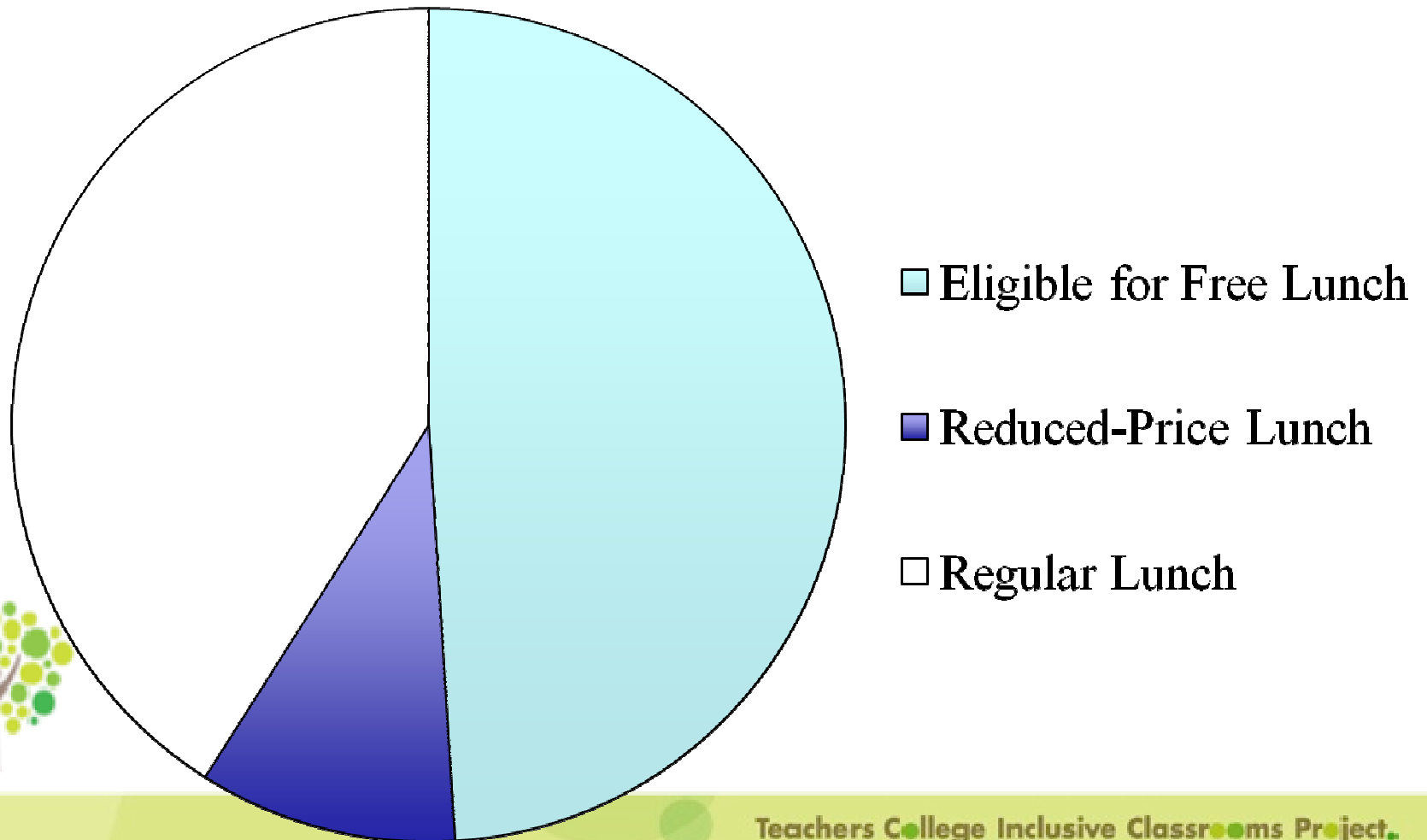
Brooklyn High School of the Arts, Demographic Statistics

Demographics at Brooklyn High School of the Arts



Brooklyn High School of the Arts, Economic Data

Economic Demographics



Multimodality is “a way of engaging multiple modes of communication and representation in the making of meaning.”

-Lalitha Vasudevan

*Assistant Professor of Technology and Education
Teacher's College, Columbia University*



Lalitha's multimodality collaborative inquiry work has taught me to take a multifaceted approach to my practices. Multimodal Spotlight sessions have inspired me to provide my students with as many opportunities as possible to express their proficiency / mastery in understanding skills and benchmarks via differentiated assessments.



Educational Leadership at the School Building Level

Multimodal Spotlight has empowered me to try unique differentiated tactics in order to make my classroom accessible for all learners. 21st century teachers must provide various technological adaptations, extensions and supports for all types of learners to truly provide equitable general education for all students.



How does a school with traditionally low Global History scores transform results and student achievement in a year?

- High, rigorous and consistent expectations for **all** students
- A psychological culture shift within the pedagogical staff to accept **all** students as capable of achieving college preparedness skills



“Culturally Relevant Teaching is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge skills and attitudes. These cultural referents are not merely vehicles for bridging or explaining the dominant culture they are aspects of a curriculum in their own right.”

-Gloria Ladson Billings; *The Dreamkeepers*



“The opportunity to be a part of TCICP’s spotlight on culturally relevant teaching gave me the chance to be reflective of my own practices and the ability to better understand that children arrive in my classroom as whole people. My role has become clearer. I am better able to tap into and acknowledge all that my students bring: their languages, their experiences, their beliefs and their ideas. As a result, children are more receptive to the information that I share with them and I have become more successful in my practices.”

-Dan Giek; *Spotlight participant*



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