Inclusive Pre-Service Teacher Preparation

Faculty in Elementary Education and Exceptional Student Education

University of Central Florida
Co-principal Investigators

Cyndee Hutchinson
María E. Reyes
Mary E. Little
Welcome and Introductions
Call to Action
Visioning and Opportunities
Overall Goals
Review of Resources
Sharing and Action Planning
Adjournment and Thanks
WELCOME!

Our Team Members:
- Juli Dixon
- Lee-Anne Spalding
- Lisa Brooks
- Michelle Kelly
- Sherron Roberts
- Caroline Pratt Marrett
- Liz Hoffman
- Rebecca Hines
- Sissi Carroll
Our Collaboration and Dedication is at the Heart of our Learning!

“You lift me, and I'll lift you, and we'll ascend together.”

~Unknown
Continuous Process - Good to Great

- Short Term Needs
- Current Reality
- Evolve
- Transform
- Long Term Vision
- Possibilities
Significant Advancements (Deshler, 2015)

- School-wide Approaches
  - Increased inclusion, co-teaching, RTI/MTSS
- Effective, evidence-based Instructional approaches and interventions
  - Evidence-based, High-Leveraged Practices
  - Differentiated Instruction
- Enhanced Assessments
  - High-Stakes Assessments
  - Continuous Progress Monitoring
Shifts in the Law/Policies

- Improved student outcomes in inclusive settings
- Effective instruction
- Early intervention and prevention
- Use of evidence-based interventions
- Use of data (data-driven decision making)
Let's take time to consider what we already do to include all students; to teach techniques to meet their diverse needs!

Take a minute:

- Reflect on the vision for INCLUSIVE EDUCATION;
- Write out your VISION;
- Be prepared to share.

We DO make the difference!
“Inclusive education work must not focus on access and participation in general education for students with disabilities, but rather on access, participation and outcomes for students who have endured marginalization due to ethnic identity and ability level in educational systems fraught with inequitable structural and social conditions.”

(Artiles & Kozleski, 2007, p. 359)
Supporting Struggling Students

EQUALITY DOESN'T MEAN JUSTICE

THIS IS EQUALITY  THIS IS JUSTICE
FUTURE CONSIDERATIONS:
What do the following numbers represent?

80-85%

20-25%
The central question is not: “What is causing the problem with the student learning and results?”

But “What about the interaction of the curriculum, instruction, environment and learners should be altered so that the students will learn? How do we positively impact teaching that results in improved student learning”

This shift alters everything else!
So, how are we doing?
Transformational Process

- Short Term Needs
- Current Reality
- Evolve
- Long Term Vision
- Possibilities
Let’s take time to consider what we already do to include all students; to teach techniques to meet their diverse needs!

Take a minute:
- Reflect on the vision for INCLUSIVE EDUCATION;
- What current strategies do you use?
- Be prepared to share.

We DO make the difference!
GOALS

- To improve and innovate teacher preparation content, delivery and performance measures in order to prepare effective elementary teachers for inclusive classrooms.
- To improve teacher candidates’ knowledge, skills and dispositions to meet the academic and behavioral needs of students with exceptional needs.
Resources

- CEC Standards
- Promises to Keep
- Sample of Resources for Content Areas
- Websites and Articles
  - IRIS Center for Curricular Modules and Resources
  - Article: UDL and Access
THINK
DO IT RIGHT
THE FIRST
TIME!
PLAN AHEAD
Sharing and Action Planning

Next Steps

Your participation in this project is crucial as we embrace this collaborative approach!
The greatest privilege is to invent our own future!
(Australian Commission on the Future, 2013)

Thanks for your continuing commitment to invent our future as educational leaders!