

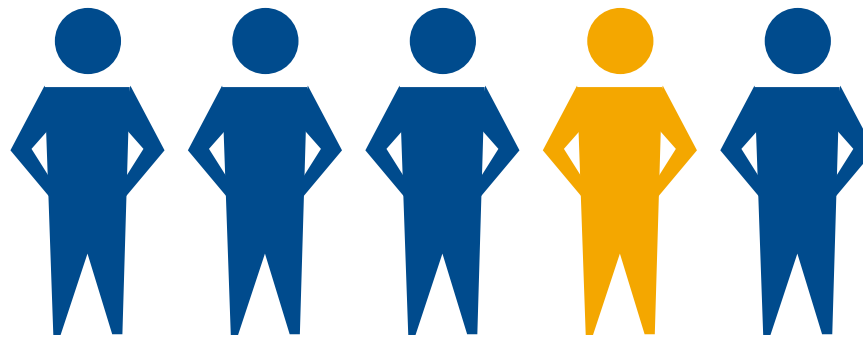
**Educator knowledge,
skills and mindsets:**

**Building an inclusive
framework for all students**

Any brave volunteers?

<https://www.understood.org/en/tools/through-your-childs-eyes/player?simq=66dc223a-29e3-4956-ae1e-e7b1beff3584&standalone=true&simulation=true>

One in five students struggle with brain-based learning and attention issues



Most of these students are in general education classrooms where teachers want to help them but often lack the knowledge and tools to do so



ADHD

Dyslexia

Nonverbal Learning Disabilities

Visual Processing Issues

Dyscalculia

Dyspraxia

Auditory Processing Disorder

Dysgraphia

Executive Functioning Issues

Sensory Processing Issues

Why do our systems continue to fail these students?



80
20

These students are as smart as their peers, but without support, they don't achieve at the same rate in school

With learning disabilities

31%
of 4th graders read at grade level

21%
attend four-year college

8%
of 8th graders score Proficient or higher on the NAEP Math test



Without learning disabilities

72%
of 4th graders read at grade level

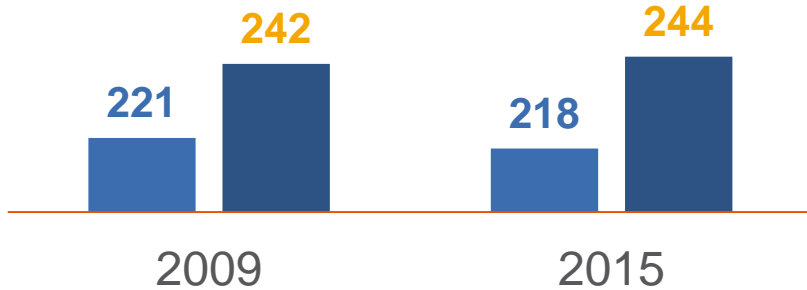
40%
Attend four-year college

39%
of 8th graders score Proficient or higher on the NAEP Math test

Achievement gaps between students with learning disabilities and their peers are widening

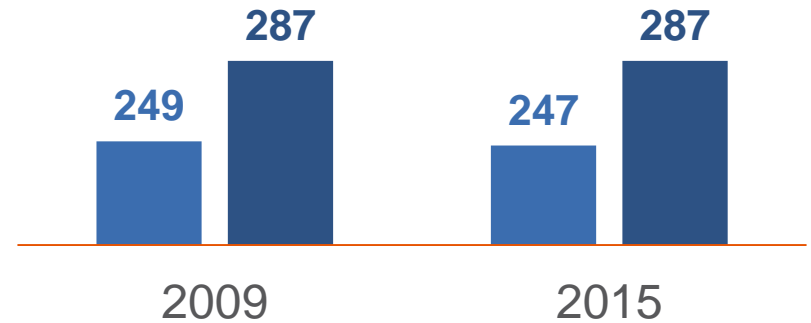
4th Grade Math, Average Scores

- Students with disabilities
- Students without disabilities



8th Grade Math, Average Scores

- Students with disabilities
- Students without disabilities



The 1 in 5 spend 80% of their in-school time in general education, yet teacher preparation and educational research are siloed

General Ed



Special Ed



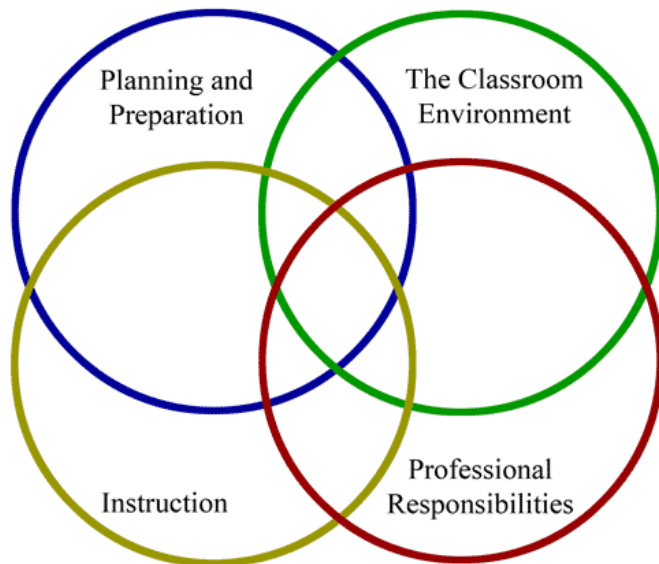
Key challenges to researching this population

- How to identify the unidentified students?
- Silos between special education and general education also exist in the research world, especially around teacher learning
- Academic research can be a slow-moving machine in a fast-paced world
- Lack of evidence does not necessarily mean lack of positive outcomes/impact

A new undertaking for the field

Adjacent fields have made strides in aligning on frameworks for quality teaching

Danielson's Four Domains



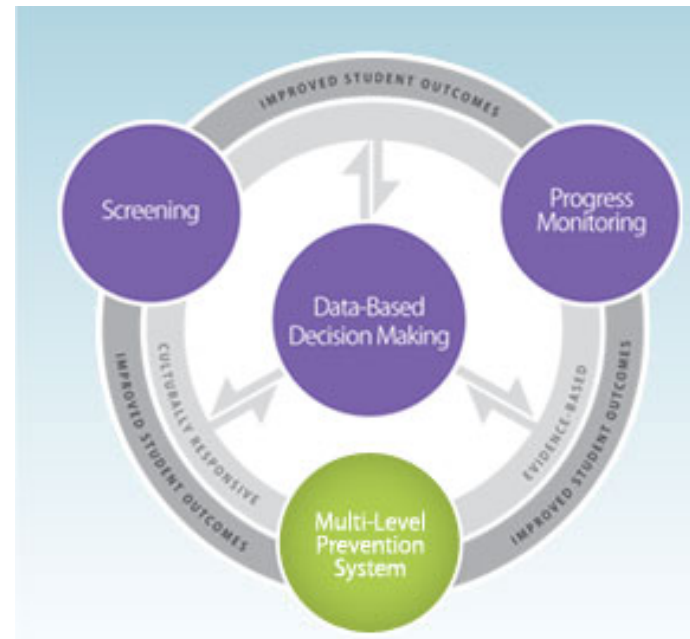
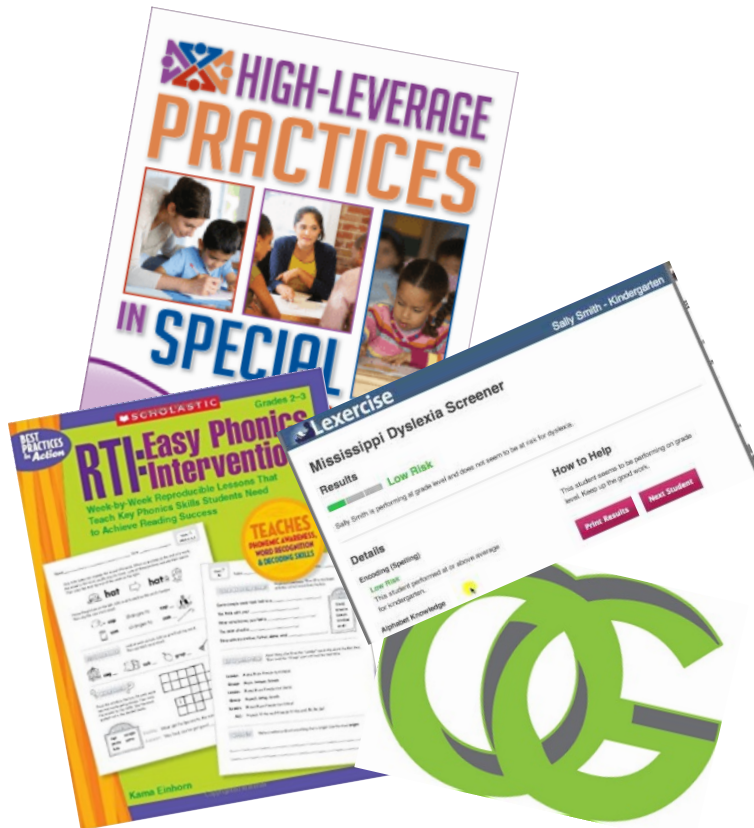
Culturally Responsive Teaching



A new undertaking for the field

Whereas the LD field remains focused on discrete interventions and specific diagnoses...

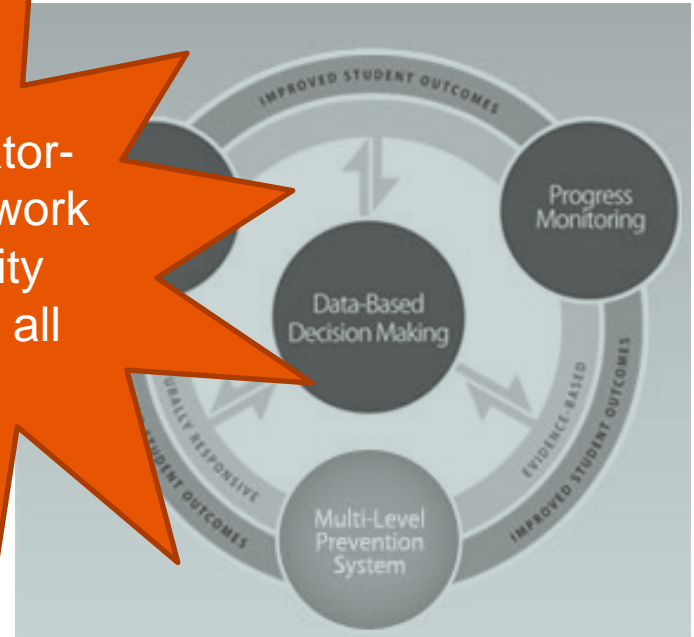
....or school-wide frameworks that rely on high implementation fidelity and system alignment



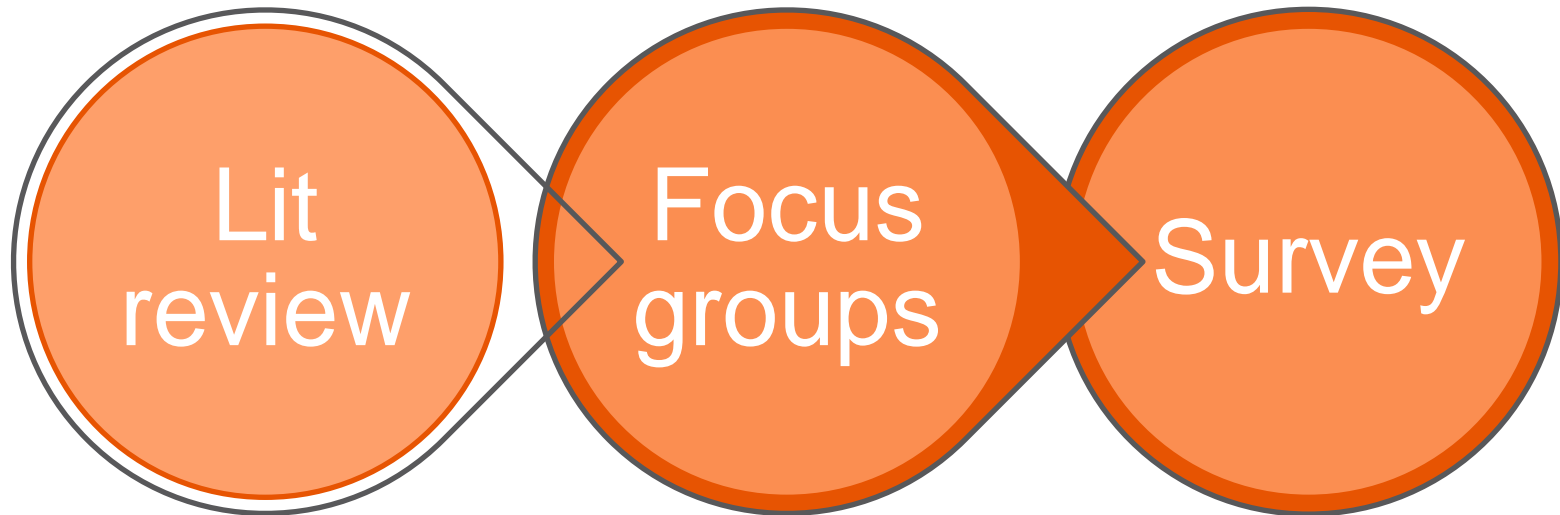
Our focus



Aligned educator-focused framework for high-quality instruction for all students



Research process



Educator mindsets, knowledge, and skills most correlated to student learning outcomes



Mindsets: The set of beliefs teachers have about teaching and learning



Knowledge: The content expertise and pedagogical approaches with which teachers are equipped



Skills: The instructional approaches teachers are trained to employ in the classroom

Mindsets: Moderate evidence for three critical educator mindsets

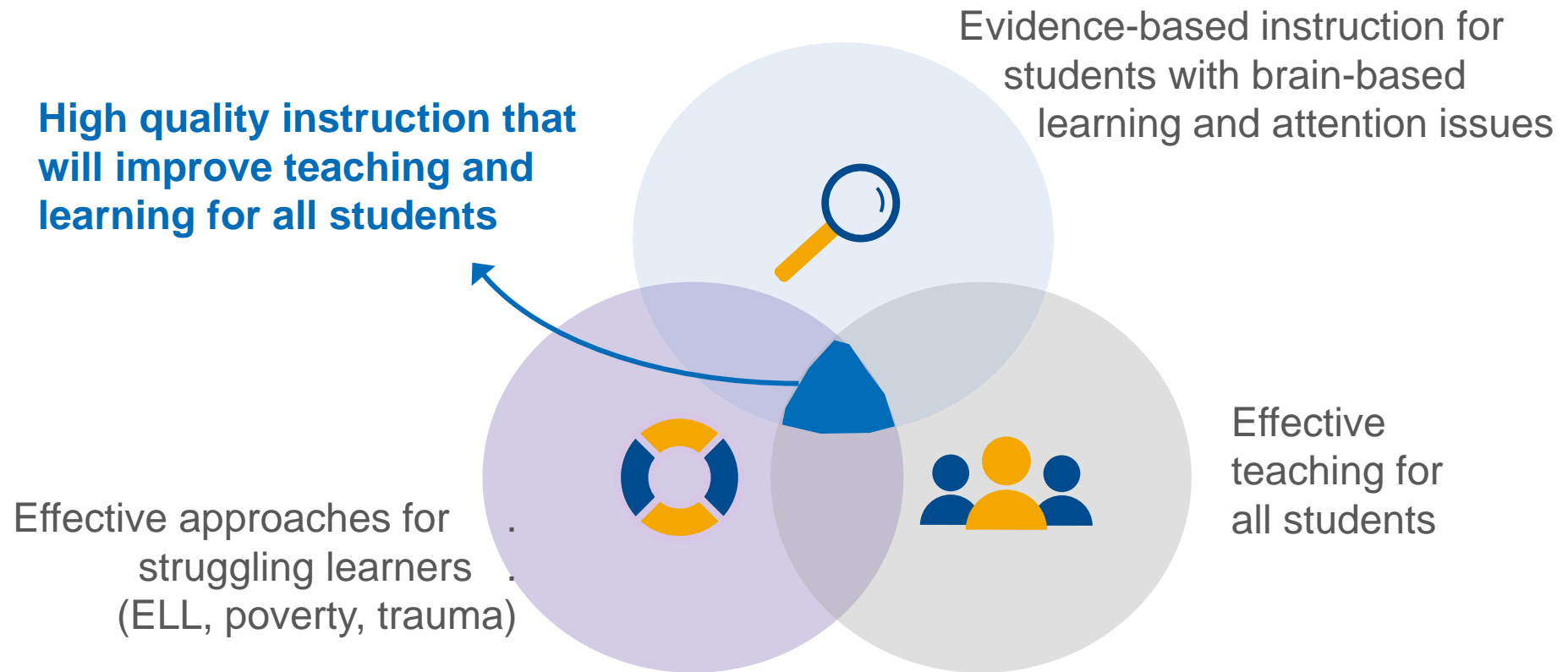


**Positive orientation
towards inclusion**

Sense of self-efficacy

Growth mindset**

Research supports that what is best practice in instruction for the 1 in 5 is good practice for all



Knowledge and skills of highly effective general educators



General educator knowledge and skills to support ALL students

Educator best practices that particularly apply to the 1 in 5

Apply theory to practice in:

Practice applying theory learned in teacher prep programs (i.e., practicum and field experiences in classrooms)

Develop a strong foundation in subject matter knowledge, pedagogy, and classroom management

Develop related professional skills

- Explicit instruction
- Feedback (using data)
- Differentiated, intensive instruction
- Group Composition

- Math, reading, and writing instruction
- Cognitive and meta-cognitive strategy instruction
- Classroom management through positive behavior strategies

- Interact with parents
- Work with/manage other adults (co-teacher, paraprofessionals, OT/PT/specialists)
- Complete IEPs and implement them effectively
- Enact inclusive practices
- Cultural/linguistic responsiveness (especially with English learners with disabilities)

In practice!



Implications of research for you!



Special and general educators



Administrators and school leaders



Policy makers and funders



Researchers

Guidelines for practice: Special and general educators



With Students and with One Another

- **Respect and embrace diversity of learning** by proactively engaging in universal design principles.
- **Recognize** that effective academic instruction must include meta-cognitive and behavioral strategies.
- **Collaborate with colleagues** across the special educational/general education divide, sharing successes challenges, and practices.
- **Practice improvement science** to understand the impacts of new instructional strategies and refine your practice to best fit individual students.

Guidelines for practice: Administrators and school leaders



Make Sure the 1 in 5 are Included from the Start

- Shifting practices and mindsets will take a **sustained and multifaceted effort**.
- Set a **clear and inclusive vision** in everything you do, but understand that **teachers will need support** to make fundamental shifts in how they teach and collaborate with colleagues.
- **Question:** Which comes first, the mindset or the instructional practices? **Answer:** Either can come first. So model inclusive mindsets while supporting all teachers to change their practices.
- Include measures of educators' skills in working with the 1 in 5 in **hiring guidelines** and **teacher evaluation** tools.
- Ensure that IEPs are **standards-based**, used as tools to drive high-quality, differentiated instruction – not compliance

Guidelines for practice: Policy makers and funders



Break Down Silos by

- **Designing competitive grant programs** that award points to general education applications that specifically reference how they will support the 1 in 5.
- **Requiring teacher preparation** programs to demonstrate integration of content relevant to the 1 in 5 in all courses.
- **Funding research** that **explicitly but not exclusively** includes diverse learners.

Guidelines for additional exploration: Researchers



Practice What You Preach:

- **Collaborate with research colleagues** across the special educational/general education divide.
- **Understand and practice research methods** and statistical techniques that apply to general and special education populations.
- **Propose special issues in journals** that provide cross-over opportunities.
- **Move out of the ivory tower** and engage with diverse communities of practice or networked improvement communities.

Resources



Teacher learning

- SRI's research on improving instruction through research
- New Teacher Center resources

Disabilities/ 1 in 5

- Understood.org
- NCLD.org
- IDEAS that Work
- Nationally representative studies: PEELS, SEELS, NLTS2, NLTS2012

Your input and questions