



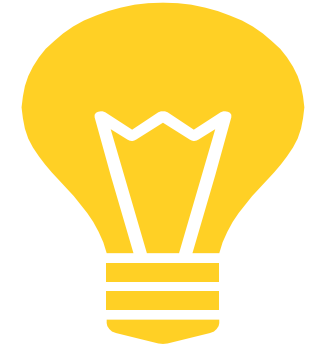
Expect Excellence

Inspiring Students,
Outstanding Educators,
Supportive Community

Designing Equity in Secondary Instruction for Students with Significant Disabilities

Lisa Brazelton
School District of New Berlin

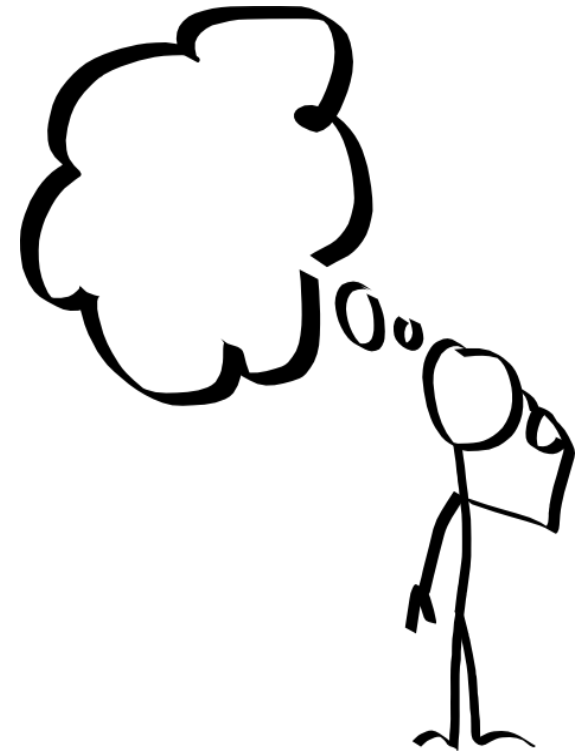
Were choosin' Inclusion



**....And as a result we learned how
to implement inclusive practices**

Research has shown that **post secondary** outcomes are better for students who receive instruction in the general education setting.

- Higher financial independence
- Employability
- Social relationships
- Independent living



INCLUSION: 50 YEARS OF RESEARCH FINDINGS

- Improved Health
- Minimizes vulnerability
- Improves learning and skill development
- Improved rate of learning
- Friendships/relationships/social networks are larger
- Improved communication
- Improved behavior
- Greater likelihood of career and employment
- More comparable life outcomes to people without disabilities
- People without disabilities benefit
- Segregation is harmful

Bruce Uditsky and Anne Hughson

“You can’t learn to swim in the parking lot.”



Kahoot

**Join this Survey with the Kahoot!
app or at kahoot.it**

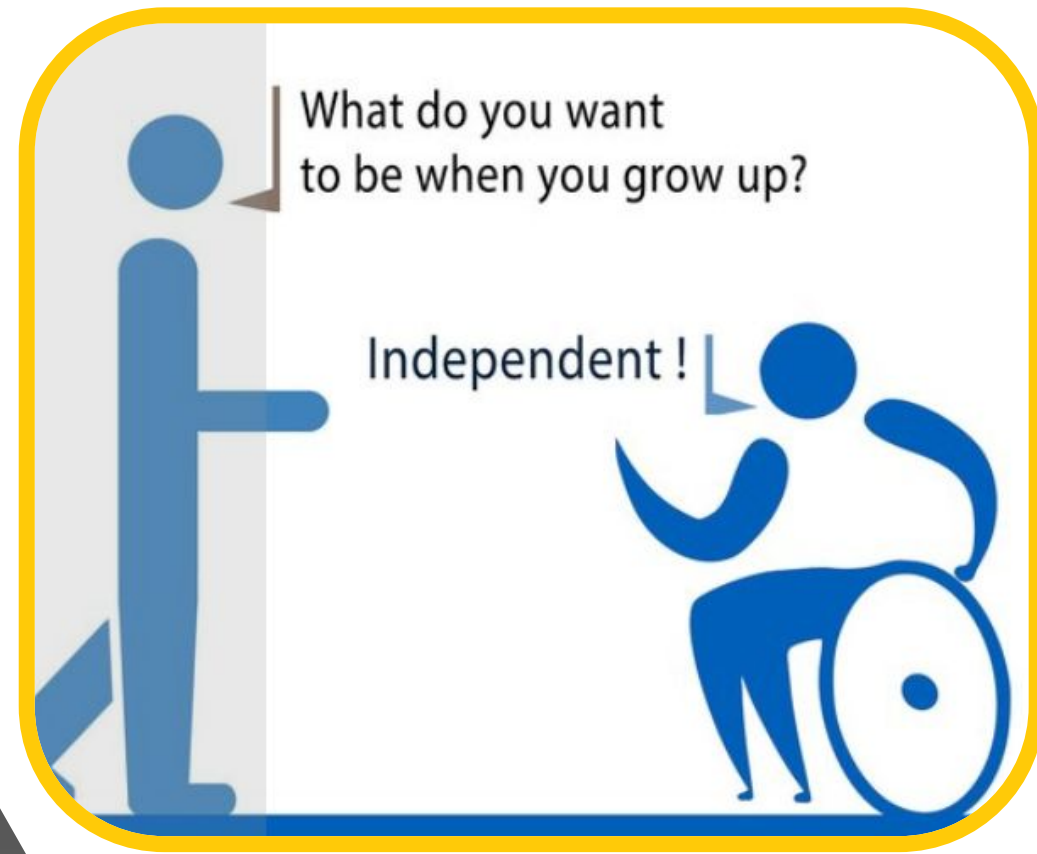
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Pillars of Special Education

1. Independence
2. Access to Higher Education
3. More Employable

Previous practice revolved around *vocational* and *daily living skills* BUT it limited opportunities by not providing a well rounded education



“Over, under, around or
through, make a way or find a
way...”
- Paula Kluth

Answer Garden

The Heart of the Matter

Inclusion With Purpose

“ We know that when Students with
Disabilities are held to **HIGH
EXPECTATIONS**, have **ACCESS** to a
robust curriculum in the regular
classroom, they **EXCEL**”

Secretary of Education

Arne Duncan

Barriers and Solutions

”

“Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students.”

-thinkinclusive.us

Our Story....



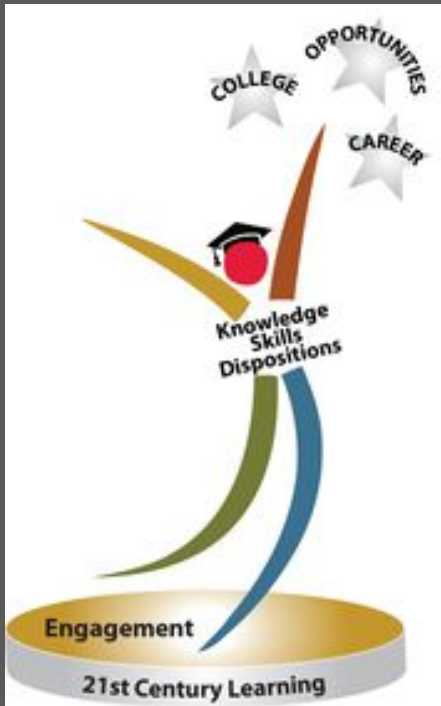
- 10 years of inclusive practices
- Mission and Vision of Learning for ALL
- High expectations and high performing District

Barriers to Our Work

- content area instruction for **students with significant disabilities**
 - Special Education Teachers providing content area instruction
 - Limited knowledge of content area standards
 - Assumptions about content area standards
 - Scope and Sequence of Instruction not aligned for all students
 - Learning expectations differed across the District

Co-serving

students in the least restrictive environment requires **co-planning**



Inclusion is a **process** not a place

Learning For All

School District of New Berlin

ALL students are general education students first and foremost

Plan & Teach with learner variability in mind

High Expectations for every student

4 PLC Questions

1. What do we want kids to know and be able to do?
2. How will we know they learned it?
3. What will we do if they didn't learn it?
4. What will we do if they already know it?

100% for 100%

One hundred percent of **all teachers own** one hundred percent of **all kids**.

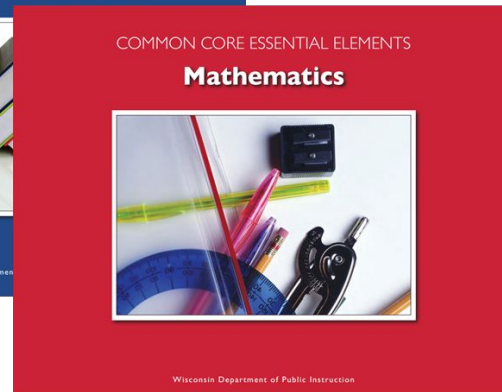
Universal Design For Learning (UDL)

is not a special education initiative; it is how we educate all students in SDNB.

Beliefs to Action

Step 1

Develop a Co-Serving Model across the District with core beliefs & non-negotiables



DLM
Essential
Elements

Step 2

Alignment of Common Core standards and Essential Elements

Step 3

Clarity around understanding and expectations of the standards

Step 4

Identify learning targets for ALL

Step 5:

Proficiency levels identified for ALL learners

WHO is Involved

Advanced 4	Proficient (DLM refers to this as 'Target') 3	Basic (DLM refers to this as 'Approaching Target') 2	Below Basic (DLM refers to this as 'Emerging') 1
DLM: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.	DLM: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.	DLM: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.	DLM: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
Student demonstrates a detailed, deep and high level of understanding in applying knowledge and skills successfully. He/she is able to use this skill with familiar and unfamiliar materials, without assistance or prompting, on a regular basis.	Consistent demonstration of understanding and applying knowledge and skills successfully. The student has made noticeable gains in acquiring the skill and is showing some carryover to other settings.	Inconsistent demonstration of understanding in applying knowledge and skills successfully. He/she may take time to respond but will indicate some attempt, whether correct or incorrect to do so.	Has a limited understanding as demonstrated by frequent errors or inability to apply knowledge and skills successfully. Student is not able to perform any of this skill or demonstrate knowledge of this concept without full physical prompting.
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

- ★ **Initial Team Members**
 - Special Education Teacher
 - Math coach/ Literacy coach
 - Special Education Instructional Coach

- ★ **District Alignment Team (Math)**
 - Special Education Teachers
 - General Education Teachers
 - Coaches

Explore our Process

Step 1:
Co-Serving Model Developed

[Co-Serving Beliefs and Non-Negotiables](#)

Step 2:
Alignment

[8th Grade Essential Elements Math Standards](#)

Step 3 & 4:
Scope & Sequence and Learning targets

[9-12 Essential Elements Math Standards](#)

Step 5:
Proficiency Levels Identified for Grading and Reporting

[Eighth Grade Math Alignment](#)

[Chemistry Unit Planning](#)
[ELA 8th Grade Rubric](#)

We aren't done yet...
Inclusion is a process
not a place

“

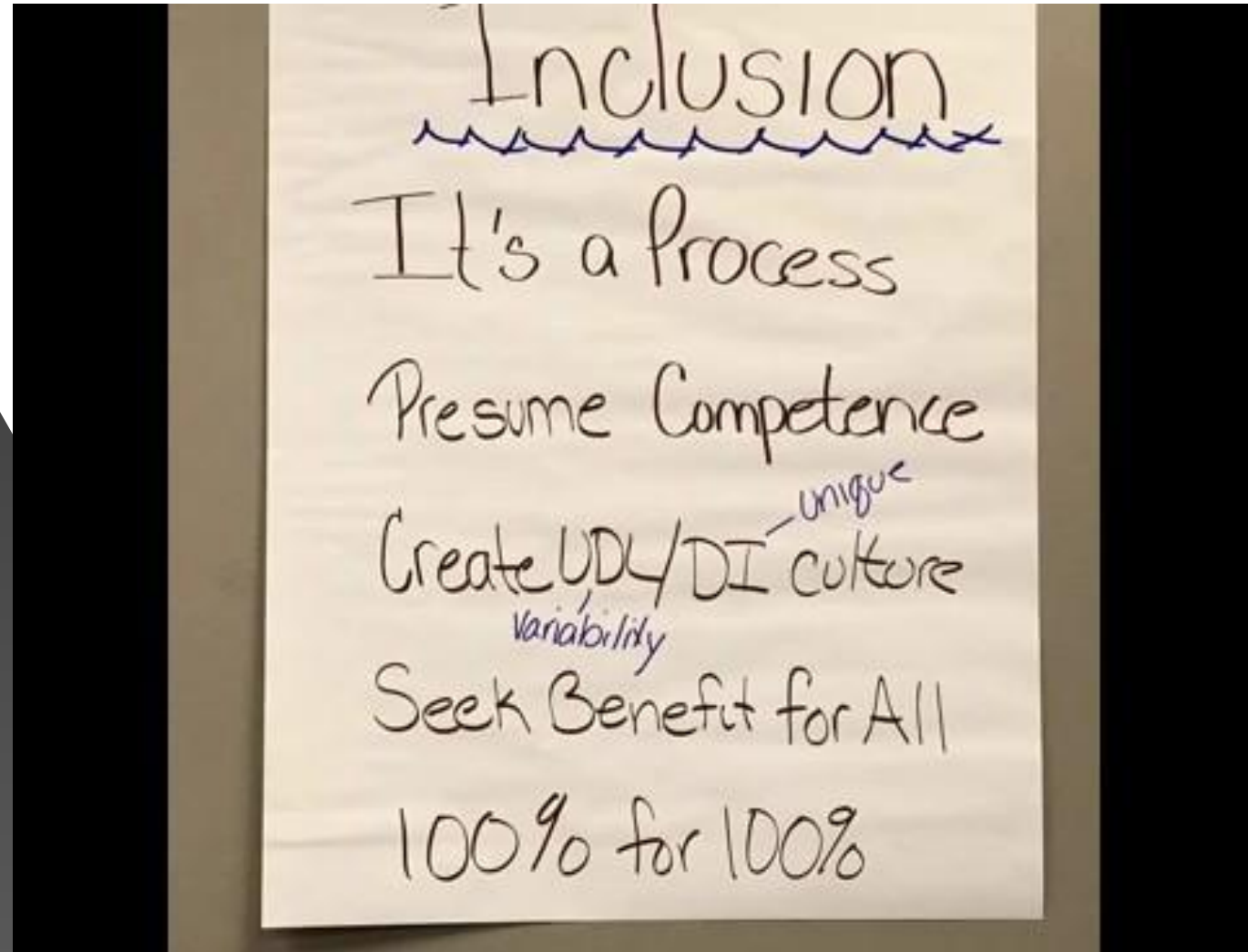
**WE DO NOT "DO" INCLUSION
"FOR" PEOPLE WITH
DISABILITIES. RATHER, IT IS
INCUMBENT UPON US TO
FIGURE OUT HOW ALL THE
THINGS WE DO CAN BE
INCLUSIVE.**

LISA FRIEDMAN; REMOVING THE STUMBLING BLOCK

”

jewishspecialneeds.blogspot.com

Inclusive Practices in Action

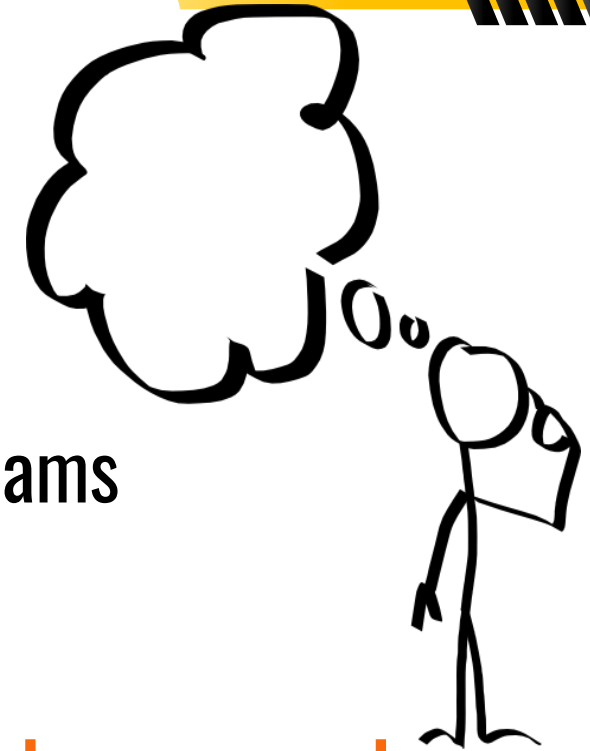


Put your Plan to Action

Question and Answer Time

How will you **increase** inclusive practices in your school or district?

What steps will your teams take?



“Over, under, around or through, find a way or make a way...”

-Paula Kluth



SURVEY

Please take a minute to fill out the exit slip

