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Relationship between Teachers' Attitudes Toward Inclusion and Professional Development

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COLLEGE OF EDUCATION

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Abstract

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MA, State University of New York at Brockport, 2002

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

Integration of general and special education students in the classroom has become common in many educational systems. Researchers have found that some general education teachers may have negative attitudes of inclusion when they are inadequately prepared to instruct in an inclusion setting. The purpose of this causal-comparative study was to investigate the relationship of teachers' professional development (PD) on their attitudes about teaching in an inclusive classroom at a northeast Georgia middle school. Using Vygotsky's sociocultural developmental theory, the research question examined the difference in teachers' attitudes toward inclusion as measured by the Scale of Teachers' Attitudes Toward Inclusive Classrooms (STATIC) based on the number of PD workshops taken. All 150 general and special education teachers at the study site were invited to participate and the sample included 74 teachers who completed the STATIC. Analysis of variance results indicated that teachers who completed 3 or more PD courses had significantly more positive attitudes toward teaching in inclusive classrooms than did teachers who took fewer than 3 courses. As an outcome of the study, a PD workshop was created that provided teachers with strategies to operate within an inclusive classroom. Informing administrators about the necessity to expose teachers to PD if they teach inclusion classes is essential to improving teacher attitudes, which creates an environment that promotes student success.

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Dedication

To my husband, Reginald, I appreciate your support throughout the long journey of completing this program. You have witnessed the tears, complaints, and joys of survival. I acknowledge my mother who did not have the opportunity to see the outcome due to her death. I felt her presence throughout the journey cheering me on to end. To my children, I pray that my success inspires you all to soar and reach for your dreams. To my family and friends, I am blessed to have so many encourage me and share this journey!

Acknowledgments

I would like to give God thanks and praise for blessing me with the strength to finish my journey of receiving a doctorate degree. Also, I would like to thank my committee and URR reviewer for all of their encouragement, dedication, and support throughout this process of achieving my goal. Thank you all for keeping me on task and encouraging me not to give up. I salute you all!

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Introduction

The ability to demonstrate proficiency in academic subjects, such as reading, is an essential part of life (Ciullo, 2015; Haager & Vaughn, 2013; Hord & Newton, 2014; Singleton & Filce, 2015). Still, most students with disabilities (SWD) do not demonstrate proficiency of content standards (National Center for Education Statistics [NCES], 2016). Testing in all subject curriculums for students in grades K–12 reveal SWD perform significantly lower than their nondisabled peers (NCES, 2016). Since 1991, the population of SWD, ages 3 through 12 has grown from 4.7 million to almost 7 million (U.S. Department of Education [USDOE], 2016). USDOE (2015) statistics indicated that the percentage of K–12 public school enrollment among SWD grew from 11% or 4.7 million in 1991 to 13% or 6.5 million in 2014. Many K–12 SWD were diagnosed with a specific learning disability (35%; USDOE, 2016). Specific learning disability is a condition affecting a single or multiple psychosomatic processes that enable comprehension and the ability to communicate verbally or in writing. If not addressed properly, the disorder can render communication, listening, reading, and writing skills deficient (USDOE, 2016). The second largest percentages of SWD are those who have speech or language impairments (21%; USDOE, 2016). The third largest percentage of SWD experience limited alertness because of prolonged or serious medical conditions, such as sickle cell anemia, asthma, and epilepsy (USDOE, 2016). Those diagnosed with intellectual and emotional disabilities and developmental delays make up 5 to 8% of the

SWD population. Students affected with multiple disabilities, physical impairments, and traumatic brain injuries represent 2% of the SWD population (USDOE, 2016). Table 1 displays the percentages and numbers of students in America, ages 3 to 21, diagnosed with a particular disability.

Table 1

Type, Percentages, and Approximate Numbers of Students Diagnosed With a Disability

Type of Disability	% of Students	No. of Students
Specific Learning Disability	35	1,750,000
Speech or Language Impairments	21	1,050,000
Other Health Impairments	13	650,000
Autism	8	400,000
Intellectual Disability	7	350,000
Developmental Delay	6	300,000
Emotional Disturbance	5	250,000
Multiple Disabilities	2	100,000
Hearing Impairment	1	50,000
Orthopedic Impairment	1	50,000

Note. Adapted from The condition of education: Children and youth with disabilities, by U.S. Department of Education, 2016.

The demands placed upon teachers to increase the academic proficiency of students in inclusive classrooms are increasing along with the SWD population (Eisenman, Pleet, Wandry, & McGinley, 2011; Swanson, Wanzek, Vaughn, Roberts, & Fall, 2015). Although inclusion secures opportunities for SWD to receive instruction in a similar environment as SWD, some teachers' attitudes toward inclusion may prove unsuitable for meeting the diverse needs of this populace of students (Cortiella & Horowitz, 2014). Teachers' attitudes toward meeting the needs of SWD in inclusion classrooms is a variable that affects these students' academic performance (Astha,

Sushma, & Smriti, 2012; Di Gennaro, Pace, Zollo, & Aiello 2014; Engstrand & Roll-Pettersson, 2014; Vaz et al., 2015). Cassady (2011) emphasized the importance of identifying a teacher's attitude toward inclusion because a negative attitude could hinder his or her performance and rate of success. In addition, researchers have found teachers who regularly engaged in professional development (PD) regarding inclusion displayed positive attitudes toward inclusion and its benefits (Dias & Cadime, 2016; Khochen & Radford, 2012; Lee, 2013; Rajovic & Juranovic, 2013; Shoulders & Krei, 2014).

The Local Problem

Researchers contended that SWD's academic performance is often inferior to that of their nondisabled peers. Educational researchers also asserted that SWD's academic performance may be influenced by teachers' attitudes about inclusion (Cassady, 2011; Boyle, Topping & Jindal-Snape, 2013; Whitaker, 2011). The NCES (2016) indicated that on the National Assessment of Education Progress, most Grade 4, 8, and 12 SWD across the United States score significantly below their nondisabled peers in reading. Additionally, the NCES (2016) indicated poor reading performance for most SWD across the nation. In addition, data from the Georgia Governor's Office of Student Achievement (2016) documented poor reading performance among SWD who attend K–12 schools within the state. Test scores of SWD are consistently lower during Grades 4, 8, and 12 (see Table 2).

Table 2

Scores for SWD and SWOD on the 2015 National Assessment of Educational Progress

Reading Assessment: United States

Grade Level	SWOD	SWD	Difference
4th	228	187	-41
8th	270	230	-40
12th	291	252	-39

Note. Adapted from *Fast Facts: Students with Disabilities*, by NCES, 2016. Copyright 2016 by the NCES.

By using statistical information obtained from the Georgia Milestones Assessment, the Georgia Governor's Office of Student Achievement (2016) reported in 2015, 90,470 SWD and 680,254 students without disabilities (SWOD) in Grades 3 through 12 were tested in English language arts. The Georgia Milestones Assessment routinely assess the cumulative knowledge and skills of students as defined by the Georgia Content Standards. Based on results, students were categorized as beginning, developing, proficient or distinguished learners (Georgia Governor's Office of Student Achievement, 2016). The 2015 assessment revealed that among SWD, 69% ($n = 62,026$) of the population were in the beginning group, 22% ($n = 19,768$) were considered as developing, 8% ($n = 7,362$) fell under the proficient category, and only 2% ($n = 1,314$) were labeled as distinguished learners (Georgia Governor's Office of Student Achievement, 2016). In contrast, SWOD had 24% ($n = 161,841$) characterized as beginning learners, 34% ($n = 234,144$) as developing, 33% ($n = 222,366$) fell under the proficient category, and 9% ($n = 61,903$) achieved the distinguished learner category (Georgia Governor's Office of Student Achievement, 2016). When breaking down the

statistical information further to examine the performance in reading, 45% more SWD than SWOD were considered beginners, 12% more tested at a developing level, 25% fewer SWD were labeled as proficient, and 7% fewer SWD reached the distinguished category. More than half of the students only reached beginning or developing levels from the SWOD, but it is even more concerning for SWD as 91% are not reaching proficiency (Georgia Governor's Office of Student Achievement, 2016).

When analyzing the increasing population of K–12 public school SWD by race, data from the USDOE (2016) indicated that at 17%, American Indians/Alaska Natives make up the highest population of racially diverse SWD. African-American K–12 public school SWD, the second largest group, are represented at 15% (USDOE, 2016). Of Caucasian K–12 students, 13% are considered academically challenged. Last, Hispanic K–12 SWD represent 12%, Pacific Islander K–12 SWD represent 11%, and Asian K–12 SWD represent 6% (USDOE, 2016).

The adoption of three federal laws used to increase the academic proficiency among SWD are the Individuals with Disabilities Education Act (2004), the No Child Left Behind Act (2001), and Public Law 94-142 (1975). These laws permit SWD to receive instruction in classrooms alongside their nondisabled peers, and (a) guaranteed SWD the right to receive a suitable public education; (b) ensured SWD receive an individualized educational program; (c) supported education departments at the state level, local school districts, and school buildings with delivering all SWD a suitable public education; and (d) guaranteed SWD educational rights are defended (Wright &

Wright, 2012). Federal legislation enables K–12 SWD the right to educational instruction in general classrooms in the public school system, as documented by data from the NCES (2016) and from the Georgia Office of Student Achievement (2016).

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Rationale

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In the United States, approximately 7 million K–12 students receive instruction in inclusion classrooms (USDOE, 2015). Federal legislation has placed increasing accountability on school districts to ensure all SWD achieve at the same proficiency levels as their nondisabled peers (Barnes & Gaines, 2015; Brackenreed, 2011; Waldon & Redd, 2011). Although most K–12 SWD are being taught in inclusive classrooms with limited restrictions, they are performing academically at a lower level consistently when compared to their nondisabled peers (NCES, 2016; USDOE, 2015).

The rationale for this study was its findings could improve and advance teacher knowledge, educational practices and social change in the realm of special education. I examined special education instruction closely. It was my hope to provide insight into teachers' attitudes relevant to including SWD in the general education setting. To progress academic performance among SWD who participate in inclusion programs, special and general education teachers find it necessary to be prepared and adequately supported to ensure the academic success of SWD and SWOD simultaneously.

Evidence of the Problem at the Local Level

A school system situated in an urban neighborhood in the state of Georgia reported most SWD achieved poorer on the English language arts 2015 Georgia

Milestones Assessment than SWOD (Georgia Office of Student Achievement, 2016). For

example, in 2015, 37,767 SWOD and 4,647 SWD were assessed in the area of English

language arts. Of the 4,767 SWD in the school district, 64.8% ($n = 3,012$) were

categorized as beginning learners, and 22.9% ($n = 1,063$) were categorized as developing

learners. In total, 10% ($n = 64$) were categorized as proficient learners and 2.3% ($n =$

64.8) were categorized as being distinguished learners. In comparison, of the 37,767

SWOD tested, 19% ($n = 7,192$) fell under beginning learners, and 28.8% ($n = 10,859$)

were categorized as developing learners. In total, 36.6% ($n = 13,818$) were at the

proficient level and 15.6% ($n = 5,898$) were at the distinguished learner level.

The aforementioned statistics necessitated the further study of teachers' attitudes

toward inclusion, which researchers say may influence the academic disparity between

SWD and nondisabled students in the inclusive classroom environment (Walsh, 2012).

Experts asserted inclusion is a technique worth considering as a tool to increase

academic progress among SWD and decreasing the academic progress disparity between

SWD and SWOD (Hillsman-Johnson & Brumback, 2013; Moorehead & Grillo, 2013;

Timberlake, 2014; Walsh, 2012; Yell, Conroy, Katsiyannis, & Conroy, 2013). Still, an

insufficient amount of empirical statistics supports teachers' perceptions regarding the

use of inclusion as an archetype for increasing academic progress among SWD.

Evidence of the Problem at the Professional Level

In an inclusive classroom environment, SWD often require more attention than

their nondisabled peers require. Consequently, the availability of the teacher for

nondisabled students decreases significantly (Carpenter, & Dyal, 2007; King-Sears et al., 2015). Boyle, Scriven, Durning, and Downes (2011) suggested teachers without training are at a disadvantage when trying to address individual student needs in the inclusive classroom. Therefore, these teachers cannot successfully achieve the academic progress and accountability required by federal mandates. Teachers who teach in the inclusive classroom are reporting their concerns about educating SWD and SWOD in the same environment simultaneously (Carpenter & Dyal, 2007). Because the majority of general education teachers lack necessary training to teach SWD, administrators often rely on their school budget to find the funds to provide appropriate training (King-Sears et al., 2015). This often raises a question about teacher's willingness to instruct SWD in the inclusive classroom. The inclusive classroom environment also raises concerns for special education teachers accustomed to teaching in pull-out programs, where the classroom size is considerably smaller (King-Sears et al., 2015). For inclusion programs to work properly, school districts must continuously provide PD administrative support and material resources (King-Sears et al., 2015). Another element vital to the overall effectiveness of imparting knowledge and learning in the inclusive environment is the ability of the teachers to work collectively when making instructional decisions (Boyle, Topping, Jindal-Snape, & Norwich, 2012). Inclusion programs are often hindered by discrepancies between teacher expectations and inadequate teacher training regarding how to teach SWD (Main, Chambers, & Sarah, 2016). In addition, many general teachers

of inclusion tend not to differentiate instruction for SWD because they do not know how to do so (Whitty & Clarke, 2012).

Existing research reveals the negative attitudes teachers have toward inclusion could be positively altered if school leaders addressed certain factors, such as training. One major complaint, especially among general education teachers, is not having sufficient knowledge to teach SWD effectively. In turn, it makes the teachers feel unprepared to satisfy the challenges of the inclusive environment. The majority of researchers, according to Cologon (2011) and Boyle, Topping, and Jindal-Snape (2013), revealed training is critical for general education teachers to feel prepared to instruction SWD. In addition, Whitty and Clarke (2012) revealed PD, which includes pertinent information about disabilities, panel presentations, discussions, and simulations, can address the feeling of unpreparedness. Experts believe classroom management strategies are effective tools for general educators. According to Ahmmed, Sharma, and Deppeler (2012), organizational methods, such as like antecedents, contingencies, and management of variables used in general education classrooms, are beneficial in meeting the needs of SWD. Therefore, the objective of this causal-comparative study was to decide if a cause-effect correlation exists among the frequency of teachers' participation in PD and teacher attitude towards inclusion. I relied on the Scale of Teachers' Attitudes Toward Inclusive Classrooms (STATIC) to measure the relationship.

Definition of Terms

Best practice: Best practice is a research-based methodology or techniques shown to be effective for facilitating learning (Embse, Brown, & Fortain, 2011).

Coteaching: Coteaching is defined as general and special education teachers collaborating in the general education environment, which requires team planning of instructional strategies and assessment to provide differentiated instruction (Murawski & Lochner, 2011).

General education teacher: An educator who instructs students following a general curriculum on a specific subject or subjects. These educators are also referred to as *mainstream teachers* (Embury & Kroeger, 2012).

Inclusion: Inclusion is the integration of SWD and SWOD within the general education and mainstream setting (Weisel & Dror, 2006).

Professional development (PD): PD involves teaching strategies used to facilitate teaching and learning and the transformation of learning strategies into practice (Buysse & Hollingsworth, 2009).

Professional learning community: A group of educators dedicated to collaborating on a continual basis of collective inquiry and action results to achieve higher academic success among the students they teach (Dufour, Dufour, & Eaker, 2008).

Students with disabilities (SWD): Students receiving special education services after being properly evaluated (Individuals with Disabilities Education Act [IDEA], 2004).

Significance

Teachers' attitudes should support inclusive classroom settings, where all students experience success on a daily basis (Forlin & Chamber, 2011). General and special education teachers who educate in an inclusion situation face the responsibility of simultaneously providing practical, meaningful instruction for SWD and SWOD. These educators often express concerns regarding their capacity to satisfy the needs of students, along with facing the daily challenges of the inclusive classroom environment (Yildiz, 2015). Yildiz (2015) asserted regular education teachers are more often concerned with their lack of knowledge for educating students who receive special education services. Aron and Loprest (2012) added that ongoing PD is also an essential part of helping teachers to meet the demands of successful inclusion programs. The significance of this study is primarily constructed on the increasing numbers of SWD who participate in inclusion classrooms, but continuously fail to demonstrate proficiency in reading. The study is also significant for research, policy, and practice related to the inclusion of SWD in K–12 classroom settings. The study is also significant for research, policies, and practices used to incorporate SWD in K–12 classroom settings. The findings of this study can be advantageous to teachers and administrators who are seeking to improve the inclusion programs within their school systems. This study is also significant because I: (a) assessed the PD necessary for special education and general education teachers to improve their ability to accommodate SWD who participate in inclusion; (b) determined the material resources that will aid special education and general education teachers to

improve their capacity to assist SWD who participate in inclusion; and (c) evaluated the human resource needs that will aid special and general education teachers to improve their ability to accommodate SWD who participate in inclusion.

Research Question and Hypotheses

The following research question (RQ) guided the study:

RQ: What is the relationship between the number of PD workshops taken and teachers' attitudes toward inclusive classrooms as measured by the STATIC?

H_0: There is no statistically significant relationship between the number of PD workshops taken and teachers' attitudes toward inclusive classrooms as measured by the STATIC.

H_1: There is a statistically significant relationship between the number of PD workshops taken and teachers' attitudes toward inclusive classrooms as measured by the STATIC.

Review of Literature

This review of literature includes an examination of all dimensions of the study, with an emphasis on PD and teacher attitudes in general and special education settings through Vygotsky's sociocultural developmental theory (Eun, 2008). Through the literature review, I will discuss the characteristics of the inclusion model and how educators' attitudes affect the process of working together in an inclusive setting. Additionally, I will examine the effect of PD on student outcomes.

Theoretical Foundation

Vygotsky's (1978) sociocultural developmental theory was the theoretical foundation used for this quantitative study (Eun, 2008). Vygotsky's theory was appropriate for the current study for several reasons. The relationship between teachers' attitudes and PD relates to Vygotsky's theoretical concept of psychological systems, which entails a transformation of teacher attitudes and enhanced practices when PD is implemented. Other Vygotskian concepts associated with practices of PD include social interaction, internalization of concepts, and mediation (Eun, 2008; Shabani, Khatib, & Ebadi, 2010).

Vygotsky (1978) emphasized learning as the process of cognitive development through socially meaningful activities that commence with external processes and are then cultivated by internal processes as the learner develops increased cognitive functioning (Tasker, Johnson, & Davis, 2010). As stated in the sociocultural learning theory, developmental components exist individually and collectively (Putney & Broughton, 2011). In Vygotsky's theory, teachers who understand how children learn, and who then apply that understanding to the development of socially engaging learning activities, promote internal transformation of knowledge and create practices that support student learning (Tasker et al., 2010). Although Vygotsky's theory has an emphasis on children, the theoretical concept is nestled in constant, increasing, and recurring processes that extend to adult learning (Eun, 2008).

Review of the Broader Problem

As a means to investigate the broader problem of teacher attitudes regarding inclusion, I used databases, such as ERIC, ProQuest, and Sage with the following terms: *coteaching, attitudes, professional development*, and *inclusion*. The experiences of SWD in the inclusive classroom setting can be significantly influenced by the attitudes teachers possess toward inclusion (Malak, 2013; Monsen, Ewing, & Koka, 2014). Cassady (2011) reported teachers possessing negative attitudes about inclusion are not confident in their capacity to satisfy the educational call of their students and provide the proper support to accommodate them. Ross-Hill (2009) added that the failure to offer regular extensive training on inclusion creates "anxiety, pressure, and burden for teachers and students similarly in inclusive situations" (p. 189). However, Engstrand and Roll-Pettersson (2014) asserted PD training improves teachers' ability to manage and teach students, and it improves their self-efficacy. Male (2011) further noted teachers' participation in PD that focuses on inclusive classroom management improves teachers' attitudes.

According to Gokdere (2012), students' success can be affected by teachers' attitudes toward inclusion. In addition, knowledge is a predictor of whether teachers have positive or negative attitudes toward inclusion. When teachers possess acquired content knowledge and information regarding how to instruct and assist SWD, they often view the practices of inclusion in a more favorable manner (Gokdere, 2012; Nishimura, 2014). However, when teachers lack the knowledge to flourish in an inclusive classroom, they often view inclusion in a negative way (Cassidy, 2011; Gokdere, 2012). The following

subsections of the literature review will pertain to inclusive environments and coteaching models.

Inclusive environment and coteaching model. Blecker and Boakes (2010) wrote that SWD benefit from having interactions with their nondisabled peers. Fenty and McDuffie-Landrum (2011) asserted that coteaching reduces student ratio, increases response to student needs, and decreases the stigma of segregated students with diverse needs. Murawski and Lochner (2011) noted that for the coteaching model to be effective, the general education, special education, and other specialized service providers are responsible for applying an appropriate approach to delivery. Conderman (2011b) added that the success of coteaching hinges on the communication and level of commitment of the professionals involved; coteachers must be willing to accept a coteaching concept and acknowledge their expectations, along with their views of the coteaching model. Similarly, Pugach and Winn (2011) suggested coteaching has a more significant effect when educators volunteer to participate in a cotaught environment.

Murawski and Lochner (2011) described three useful components of effective coteaching within the inclusive classroom setting. The first component, coplanning, occurs when special and general education teachers collaboratively and proactively develop lesson plans to differentiate and accommodate individual needs (Murawski & Lochner, 2011). Similarly, Conderman and Hedin (2012) suggested teachers collaborate on meaningful lesson planning to meet the needs of each student. Coplanning also includes the integration of positive behavioral strategies and pedagogy to reinforce

meaningful access to the curriculum (Murawski & Lochner, 2011). The second

component, coinstruction, involves general and special education teachers' instructing as

a cohesive unit (Murawski & Lochner, 2011). With this type of instruction, the students

are engaged with both teachers and flexibility of instruction exists between teachers.

Likewise, teachers need to commit to collectively working together within the classroom

for instruction to be meaningful (Ploessl, Rock, Schoenfeld, & Blanks, 2010). The third

component, coassessing is the evaluation method developed between teachers to assess

what students know as it relates to standards and the curriculum (Murawski & Lochner,

2011). Thus, teachers need to have the opportunity and time to collaborate on

instructional assessments (Balan, Manko, & Phillips, 2011). Teachers must communicate

as a team for these three components to be effective. Communication refers to teachers'

effectiveness in facilitating learning and meeting individual needs of students (Bhatnagar

& Das, 2014; Murawski & Lochner, 2011).

  Principles of coteaching. Nichols, Dowdy, and Nichols (2010), Gurgur and

Uzuner (2010), and Conderman (2011b) highlighted conventional models of coteaching,

including (a) one teacher gives instruction and the other teacher walks around the

classroom offering students assistance; (b) station teaching, by dividing content and

students into two groups and the teachers rotate their time spent with each group; (c)

parallel teaching, where both teachers instruct their students on the same subject matter;

and (d) alternative teaching, where each teacher instructs either a small or a large group

with the small group needing more intervention. To maximize the effectiveness of

coteaching, Scheeler, Congdon, and Stansbery (2010) suggested that coteachers develop a system where they are provided with immediate feedback about lesson delivery. This will allow coteachers to make immediate adjustments in their lessons. If the inclusion setting is going to be positive and successful, coteachers need to communicate (Desimone, 2011; Scheeler et al., 2010).

Although benefits to inclusion exist, some professional educators have voiced their concerns about the inclusion classroom (Hemmings & Woodcock, 2011; Raviv, 2010). Teachers expressed concern regarding the lack of knowledge, understanding, strategies, skills, planning time, coteacher cooperation, and appropriate materials to make inclusion successful (Lyons, 2012; Raviv, 2010). Teacher attitudes toward diverse students participating in a general education setting were most influenced by the teachers' sense of self-efficacy, which suggests teachers become more favorable toward inclusion as their confidence in their ability to successfully implement it increases (Raviv, 2010; Weisel & Dror, 2006). Raviv also proposed that teachers desire assistance from school administrators to properly prepare themselves for instructing diverse students. When teachers do not possess sufficient skills to teach their subject, they tend to use a frontal model of teaching. Raviv indicated that the frontal model of teaching is a traditional model of instructing used for the general education student population, where teachers tend to teach from the front of the classroom. Standing at the front, the teachers lecture the entire group as a whole. The frontal model is not favorable for students with specific learning disabilities because this model does not allow teachers to address small group

instruction. Small group instruction promotes individualized instruction (Raviv, 2010).

Thus, teachers find it challenging to provide small group instruction for students with

various needs (Carpenter, & Dyal, 2012). Therefore, the advantages associated with the

frontal model as suggested by Raviv include spending less time planning and the ability

to meet curriculum timelines without interruption from remediation. According to Raviv,

the "disadvantages of the model include the lack of meeting student individual needs and

lack of teacher knowledge" (p. 211). Teachers with limited knowledge of the subject

matter can hide their inability to instruct by using the frontal model (Raviv, 2010; Whitty

& Clark, 2012).

      Administrators and coteaching. Heitin (2011) emphasized the importance of

administrators allotting teachers time to plan during school hours. Similarly, Murawski

(2012) noted teachers need advocate for time to collaborate with their peers. Heitin

stated, "Administrators make or break coteaching. They set the standards and culture for

the effectiveness of the model" (p. 5). Instructional leaders need to understand the

benefits and demands of the process and to provide support for allocation of resources,

staffing, planning time, and PD (Heitin, 2011). Conderman (2011a) contended several

strategies supporting the common planning view, and these strategies included (a)

discussing possible instructional issues at the beginning of coteaching, (b) discussing how

conflicts are addressed with the coteacher, (c) writing out plans, (d) communicating and

not waiting to address issues, and (e) not expecting flawlessness. Sileo (2011) suggested,

teachers that participate in an inclusion setting must communicate due to confusion that may occur because of emerging knowledge of inclusive practices..

Conderman and Hedin (2012) concurred that highly qualified teachers, who participate in coteaching, require expertise to instruct, assess, and differentiate instruction to capitalize on individual student needs. Furthermore, teachers need to expand the coteaching model by including coassessing that encompasses a variety of assessment measures (Conderman & Hedin, 2012; Murawski & Lochner, 2011). This allows teachers to have immediate data to make adjustments and inform stakeholders of student progress (Conderman & Hedin, 2012; Scheeler et al., 2010).

Lingo, Barton-Arwood, and Jolivette (2011) noted that the success of all students could be attributed to the increased accountability of teachers. Lingo et al. suggested that teachers incorporate a system for collecting and assessing student work. Data collection methods are important when tracking student success (Conderman & Hedin, 2012). Coteachers have the responsibility to implement appropriate recording methods to collaborate on student achievement regarding curriculum-based assessments (Lingo et al., 2011; Walsh, 2012).

Sileo (2011) reported parity encompasses equality among the teachers; each teacher shares the responsibilities of preparation and conveyance of lessons, authority, grading, and parent communication. Furthermore, Cook and Friend (2010) suggested collaboration redefines the role and approach educators employ when working together in an inclusive environment. Collaboration was perceived as a style of implementing

instructional practices (Cook & Friend, 2010). Ploessl et al. (2010) agreed that coteachers

must share common goals, be willing to combine their teaching techniques, and use the

curricula in a form that benefits all students both academically and behaviorally.

Additionally, Ploessl et al. asserted that dynamics, such as a shared work ethic, a

common belief system, and complementary strengths are beneficial to the coteaching

environment. Not embracing coteaching as an art and science can result in a lack of

effectiveness and cause frustration and mistrust among teachers (Ploessl et al., 2010).

Likewise, Hepner and Newman (2010) indicated teachers should reflect on three essential

personal qualities for the classroom, two personal hindrances, and one strategy to avoid

any hindering conditions that may affect the success of the coteaching experience.

Another tool recommended by Hepner and Newman involves using planning templates to

organize, prioritize, and manage planning.

      Professional preparedness. A teacher's attitude toward the diverse population of

students in an inclusive classroom environment is often based on self-efficacy (Raviv,

2010; Weisel & Dror, 2006). Raviv (2010) noted that teachers' concerns were not

associated with the value or purpose of inclusion but centered on their ability to fulfill the

promise of the practice. Teachers require constant learning to improve the quality of their

instruction; ongoing PD is vital (Desimone, 2011). O'Gorman and Drudy (2010) agreed

teacher preparation is the foundation for achieving success in the classroom, and

Desimone (2011) emphasized the critical need to comprehend the process of PD and

what makes it essential. However, effective PD must extend beyond the norm of

conferences and workshops. Enhanced teacher learning and growth involves community

practices, social engagement among educators, and professional dialogue (Desimone,

2011).

Balan et al. (2011) and Peebbles and Mendaglio (2014) suggested particular

elements of PD create compelling learning opportunities, including pedagogical

practices, core curriculum, instruction and assessment, motivation, classroom

management, and an environment conducive to learning. The researchers characterized

cohesive implementation of planning and conveying instruction by three instructional

models: PD for instructional improvement, the instructional process model, and the

seven-step instructional learning orbit (Balan et al., 2011). Balan et al. described the

instructional process model as a 12-step circular process that evolves continuous learning

leading to lifelong learning. The seven-step instructional learning orbit capitalizes on

constant reflection throughout instruction and delivery, leading to efficacy (Balan et al.,

2011). PD for instructional improvement focuses on best practices that guide teacher

learning with the objective to provide opportunities for growth in students (Balan et al.,

2011; Prytula, 2012).

Collaborative teacher education advocates for curriculum integration and

educators having the accountability of producing effective learning communities

(Pugach, Blanton, & Correa, 2011). Likewise, teacher development requires building a

community of learners among educators and using innovative approaches to conquering

changes (O'Gorman & Drudy, 2010). Pugach et al. (2011) described three historical

components for identifying general and special education preparation for the inclusion classroom, including (a) special education enters a general preservice community; (b) stagnation, experimentation, and inconsistent progress; and (c) press for multiple licensures.

Implications

Although federal policymakers are aware of the need for educational reform, educators face the challenge of limited resources when considering the needs of their students (Smith, Robb, West, & Tyler, 2010). Because of the guidelines of No Child Left Behind (NCLB) and IDEA, it is essential for teacher preparation institutes to provide effective and exceptional training to highly qualified and preservice teachers to prepare for challenges of inclusion (Harvey, Yssel, Bauserman, & Merbler, 2010). Oyler (2011) pointed out many universities are not confident that they are effectively educating teachers for inclusion; however, educators must connect with other educators who are committed to defeating the challenges of inclusion. Likewise, Desimone (2011) stated, "Positive student achievement occurs when features of effective teacher learning are the product professional development" (p. 71). The findings of this study provide a basis for PD that supports positive views of the communication and collaboration necessary to achieve coteaching successfully. The outcomes of this study provide insight to administrators regarding the value of PD, which may have an effect on instructional methods.

Summary

While ensuring progress in academic achievement for students in an inclusive classroom setting, teachers are challenged with addressing each student's needs as they arise. Often, schools lack the resources to facilitate effective instructional practices and provide necessary PD. Sleeter (2008) indicated that to achieve mandates for students to meet state standards, highly qualified teachers need resources available to them. Students need teachers who can engage, motivate, relate, and set high expectations. Beheshti (2009) noted every teacher should expand, maintain, and impart information. Teachers are expected to achieve these goals in diverse, inclusive classroom settings, and this can pose new challenges and opportunities.

With the support of school leadership, continuous collaboration among coteachers is needed. Reading professional literature, participating in training, and planning are essential to teacher growth (Jones, 2011). Teachers are able to use their knowledge to guide their instruction as they collaboratively plan as a team (Jones, 2011). When teachers develop a structured planning time and format that governs remarkable instructional practices, students have a higher chance of achieving in the inclusion setting.

The next section will provide the research method used for this study. The components include the research design, population and sample, instrumentation, data collection and analysis, assumptions, limitations, scope and delimitations, as well as

ethical considerations. Additionally, the next section will include a discussion of the

findings and the goal of the study project.

Section 2: The Methodology

Research Design and Approach

In this causal-comparative study, I determined if the frequency of teachers'
participation in PD effects their attitudes toward inclusion. A quantitative causal-
comparative design is a nonexperimental design where the independent variables are not
manipulated (Cozby & Bates, 2012). In this study, the independent variable was the
number of PD workshops teachers completed and the dependent variable was the total on
the STATIC, which measures teachers' attitudes toward the use of inclusive classrooms.
Educational experts seek to produce a cause and effect relationship between independent
and dependent variables through casual-comparative research (Cohen, Manion, &
Morrison, 2013).

In this study, I used a survey method. Survey research methodology involves
collecting information from individuals through their responses to questions (Fowler,
2013). Surveys are also often used to collect self-reported information from
individuals and can be used to gather data regarding attitudes, personal facts, opinions,
and behaviors (Fowler, 2013).

Setting and Sample

Population

The population for this study was comprised of general and special education
middle school teachers from a school district in northeast Georgia. The school district has
approximately 1,300 middle school students and about 150 teachers who are coteaching

or have cotaught in the middle school setting. I distributed the survey to all 150 teachers of the population.

Sample

The participants of the study were teachers coteaching at the time of the study or had cotaught at a middle school in northeastern Georgia. From the 150 invited teachers, 74 completed the survey. I removed those with no coteaching experience from all analyses. Because of the low sample size, an increased threat to study validity must be recognized.

Participants received the STATIC survey in their personal mailboxes in the school's mailroom and anonymously returned the survey to a sealed box in the school's office. To provide demographics of participants, Table 3 displays the frequency and percentages of participants' ethnicity and years of experience teaching SWD.

Table 3

Frequency and Percent Statistics of Participants' Ethnicity and Years of Experience Teaching SWD

Demographic	n	%
Ethnicity		
African American	12	14.6
Caucasian	55	74.4
Hispanic	6	9.8
Asian	1	1.2
Experience		
0–1 years	11	22.0
2–5 years	26	32.9
6 or more years	37	45.1

Note. Total $N = 74$.

The majority of participants were Caucasians and almost half of the teachers had 6 or more years of experience.

Power Analysis

To make sure the sample size was adequate, I conducted a power analysis set at 80%, which is typical in the social sciences (Cohen, 1992). This means an 80% probability of a substantial difference would be discovered if group differences exist. The effect size measures the degree of difference between the variables of importance (Cohen, 1988). Cohen (1988) described effect size in terms of Cohen's *d* as 0.10 = small, 0.25 = medium, and 0.40 = large. I used a medium expected effect size for this study. Critical α (the significance level) is the probability that significant outcomes happened by coincidence (Cohen, 1992). Further, critical α is usually set at 0.05 in the social sciences, meaning that the researcher is willing to make a Type I error (rejecting a true null hypothesis) 5% of the time (Cohen, 1992). For a one-way ANOVA, the power analysis results in a minimum of 159 data sets, meaning 159 teachers would have to participate.

As the required sample size was larger than the population, I used the recommendation from Cohen (1992) which stipulated that an ANOVA comparing four groups, each with 18 members, is sufficient to detect large effect sizes with 80% power at the $\alpha = 0.05$ level. Only 15 members are needed in each group for a study with a significance level of $\alpha = 0.10$. This study had unequal group sizes of $n_1 = 15$, $n_2 = 26$, $n_3 = 23$ and $n_4 = 10$. Despite having just 10 members in the fourth group, I still conducted the ANOVA instead of the nonparametric alternative as an exploratory study, powerful

enough to detect large effects at the 0.10 significance level. Consequently, the findings of this study have to be viewed with caution due to the lack of power.

Instrumentation and Materials

Scale of Teachers' Attitudes Toward Inclusive Classrooms (STATIC)

Cochran (1998) created the STATIC to assess teachers' attitudes about inclusive classrooms. The instrument contains 27 questions, of which seven are demographic questions, and 20 questions measure attitude (Cochran, 1998). The 20 questions are divided into four-factor groups designed to assess a teacher's level of agreement with an explicit statement about inclusive classrooms (Cochran, 1998). The four-factor groups included the benefits and drawbacks of educating students in an inclusive environment, the challenges teachers face with inclusive education, the philosophical issues that arise, and the logistic involved in providing inclusive education for students (Cochran, 1998). The STATIC has a 6-point Likert-type response format that captures the level of agreement (Cochran, 1998). I used numerical coding to anchor ordinal statements to promote normality of responses because it is a widespread practice in social sciences. Specifically, the Likert scale ranged from 0 (*strongly disagree*) to 5 (*strongly agree*). The scale ranges from low to high where differences between response options were assumed equal even though it is an ordinal scale by definition. The scaling strategy enables the measure to be defined as an interval scale and facilitates the use of parametric testing of data (Cochran, 1998). A teacher's overall attitude towards the inclusive classrooms score is determined by calculating the mean of the 20 responses (Cochran, 1998). For STATIC

items 9, 10, 13, 15, 19, and 21, code reversal was required when entering or analyzing data. I sought and received authorization to use the instrument in this study.

In the study, I assessed instrument reliability and validity. According to Cochran (1998), the purpose of the study resulting in the STATIC was to design a psychometrical instrument to measure teachers' attitudes toward inclusion. In that study, 32 southeastern schools were participants from five school districts with approximately 516 teachers. Elementary and secondary educators from the general and special education teaching population participated in Cochran's study. These teachers taught in urban, suburban, and rural areas. Cronbach's α reliability coefficient of .89 was the same for both teacher classifications. A reliability score higher than .70 denotes reliability of the instrument (Tabachnick & Fidell, 2007). Items that had a Cronbach's α less than .60 were restated or removed in the study to obtain a reliable instrument.

I ran reliability analysis to determine if the dependent variable (attitudes toward the use of inclusive classroom) was sufficiently reliable. Cronbach's theoretical value of α varies from 0 to 1 (Tabachnick & Fidell, 2007). This is because it is the ratio between two variances. Therefore, the scale reliability can be anticipated if the coefficient is ≥ .70 (Tabachnick & Fidell, 2007). Test results revealed the dependent variable construct was adequately consistent, with Cronbach's $\alpha = .90$, $N = 82$.

The construct validity of the instrument was predetermined by Cochran (1998). In Cochran's study, the researcher observed four-factor structures with eigenvalues higher than 1.0. Together, the four constructs explained 61.8% of total variance. Subfactor

structures were aligned with the theoretical assumption posited by Cochran; that is, the

four-factor groups included (a) pros and cons of inclusive education ($\lambda = 7.568$), (b)

professional matters about inclusive education ($\lambda = 2.289$), (c) logical matters concerning

inclusive education ($\lambda = 1.297$), and (d) logistical apprehensions of inclusive education ($\lambda = 1.207$). Based on these findings in Cochran's study, I affirmed the factors' structures

and assumed construct validity of the STATIC survey.

Data Collection and Analysis

I left 150 invitations to participate in the study and the STATIC survey in

potential participants' school mailboxes located in the school's mailroom. The invitation

included the rationale for the survey and the overall benefit of participation, along with

the actual survey (see Appendices B and C). Teachers who consented to participate in the

study completed the STATIC survey and dropped it off anonymously in a sealed box

located in the school's main office. For each participant's convenience, I gave them 2

weeks to complete and submit the survey. Several follow-ups occurred as a reminder to

prospective participants. The first follow-up occurred 3 days after the original invitation.

I placed a reminder note in potential participants' school mailboxes. Three days after the

first reminder, potential participants received a second reminder. After the 2-week period,

I had received 82 responses from participants and recorded the data using Microsoft

Excel. Of the 82 responses, eight were discarded because the participants indicated on the

survey that they did not have coteaching experience, which was a criterion of the study.

As a result, I evaluated the 74 remaining responses (equaling a response rate of 49%) by

the ANOVA model for the research question ($N = 74$). The method of analysis was

ANOVA because the distribution of the sum of the 20 questions were unimodal and

symmetric, and therefore, were approximately normal.

I answered the research question using a one-way ANOVA to determine possible

significant differences in attitudes toward the use of inclusive classroom between

teachers' number of PD workshops completed. The dependent variable was participants'

attitudes toward the use of inclusive classroom as measured by the 20 items on the

STATIC. The independent variable was the number of PD workshops that the teachers

had completed with four levels (no PD workshops, one or two PD workshops, three or

four PD workshops, and five or more PD workshops). Specifically, 15 participants had

not completed any PD workshops (20.3%, $n = 15$), 26 had completed one or two

workshops (35.1%, $n = 26$), 23 had completed three or four workshops (31.1%, $n = 23$),

and 10 participants had completed five or more workshops (13.5%, $n = 10$). Most

teachers had participated in either one or two PDs, and only a few teachers had

participated in more than five PDs. In addition, approximately 20% of the participant

pool ($n = 15$) had not had any PD even though they were teaching in an inclusive

classroom. Password restricted electronic files assisted me in securing the data. Data will

remain securely stored for 5 years, and then destroyed. I may use an online instrument,

such as ERASER, to destroy data files.

Assumptions, Limitations, Scope and Delimitations

I based this study on the assumption that teachers would provide truthful answers on the STATIC. Further, I assumed that teachers would assess their attitudes about inclusion and the need for PD correctly. In addition, PD was assumed to enrich teacher knowledge and promote effective teaching practices.

One limitation for this study was the lack of power due to the small sample size. I was unable to obtain enough respondents to conduct analysis at the .95 significant level. Therefore, the results have to be viewed with caution as a duplication of this study with a larger sample might yield different results. However, these were the teachers that I had access to at the study's school district. In addition, the invited participants knew me, and their responses on the STATIC might have been different due to that personal relationship even though their participation was anonymous. Another limitation was that I had no control of the quality of the PD, which could have affected participants' answers to the survey.

The scope of the study pertained to the relationship between teacher's attitudes toward inclusion and PD. I based the four groups used in the study on the number of PD courses teachers attended. The scores were separated in the data analysis. I delimited participation in this study to general and special education teachers who were currently coteaching or have cotaught in an inclusion setting.

Protection of Participants' Rights

Each participant was guaranteed anonymity during the entire research process

(see Appendix C) prior to their involvement in the study. Therefore, I did not collect any

personal information that would link participants to the completed survey and the surveys

were returned to a sealed box. For anonymity, the names of participants were not

identified. The confidentiality agreement contained a clear statement that participation

was voluntary and participants were able to withdraw from the study at their discretion.

Aligning with Creswell (2009) to protect human subjects, I ensured confidentiality in this

study and respected the research site. Research approvals were granted by Walden

Institutional Review Board (IRB; approval number 12-02-14-0161146) and the school

district where I conducted the study.

Data Analysis and Results

I used an ANOVA to test the hypothesis. The fundamental calculation evaluates

the discrepancy in scores found among groups and divides that by the variance in scores

within groups. Using the subsequent ratio (designated by *F*), I measured the power of

freedom. The *F* is never negative and its value is never 0 or below (Lodico, Spaulding, &

Voegtle, 2010).

Data Analysis Procedure

I used inferential statistics to summarize the results from the tested size. I used the

Statistical Package for the Social Sciences (SPSS) 23.0 to code and organize scores

gathered from the survey. I provided the mean, standard deviation, variance, and central tendency and summarized values, as applicable.

Data Cleaning

I undertook data cleaning and screening preceding analysis of the variables to confirm proper statistical assumptions were met. Thus, the variables were tested for parametric assumptions, including independence, normality, and homogeneity of variance. Of the 150 teachers invited to participate in the study, 82 responded, but only 74 provided valid responses at a response rate of 49%. Eight participants who had no coteaching experience were not included in the analyses. I screened the data for univariate outliers by converting raw scores to z scores and comparing z scores to a critical range between -3.29 and +3.29, $p < .001$ (Tabachnick & Fidell, 2007). Z scores exceeding this range of standard deviations away from the mean represent outliers. No cases with univariate outliers were discovered among the distributions. Table 4 displays descriptive statistics of participants' attitudes toward inclusive classrooms composite scores by levels of PD groups.

Table 4

Descriptive Statistics of Participants' Attitudes Toward Inclusive Classrooms by Levels of PD Groups

Number of Workshops	n	Min	Max	M	SD	Skewness	Kurtosis
No PD workshops	15	2.850	5.050	3.863	0.672	0.307	-1.003
1–2 PD workshops	26	3.100	5.600	4.300	0.720	0.155	-0.704
3–4 PD workshops	23	3.350	5.750	4.550	0.797	-0.082	-1.205
5 or more PD workshops	10	4.550	5.850	5.175	0.446	-0.052	-1.267

Note. Total $N = 74$.

Test of Normality

The skew coefficients were divided to examine if the distributions were skewed significantly. A *z* skew coefficient resulted by dividing the skew coefficients by the standard skew error—a technique recommended by Tabachnick and Fidell (2007). Particularly, *z* skew coefficients beyond a critical range of -3.29 to +3.29 indicate non-normality ($p < .001$). The *z* kurtosis also follows this method of evaluation. Because of the evaluation of the *z* skew and *z* kurtosis coefficients, it was revealed that no distributions were beyond the critical range. Consequently, I concluded the distributions were normally distributed. Table 5 displays skewness and kurtosis statistics of participants' attitudes toward inclusive classroom composite scores by levels of PD groups.

Table 5

Skewness and Kurtosis Statistics of Participants' Attitudes Toward Inclusive Classrooms by Levels of PD Groups

No. of Workshops	*n*	Skewness	Skew Std. Error	*z* skew	Kurtosis	Kurtosis Std. Error	*z* kurtosis
No PD workshops	15	0.307	0.580	0.529	-1.003	1.121	-0.895
1–2 PD workshops	26	0.155	0.456	0.340	-0.704	0.887	-0.794
3–4 PD workshops	23	-0.082	0.481	-0.170	-1.205	0.935	-1.289
5 or more PD workshops	10	-0.052	0.687	-0.076	-1.267	1.334	-0.950

Note. N = 74.

Homogeneity of Variance

I ran a Levene's Test of Equality of Error Variance to decide if the error variances of the dependent variable, attitudes toward inclusive classrooms, were the same on each level of the independent variable (no PD workshops, one or two PD workshops, three or four PD workshops, and five or more PD workshops). Findings showed the dependent variable met the assumption of homogeneity of variance, F (3, 70) = 1.628, p = 0.191. Running the homogeneity of variance determines which post hoc test to use and if the analyses meet the assumptions. The findings concluded the variances were equally distributed across levels of each independent variable and the assumption was not violated.

Results for Research Question

The RQ for this study was: What is the relationship between the number of PD workshops taken and teachers' attitudes toward inclusive classrooms as measured by the

STATIC? I calculated an ANOVA to determine if a significant difference existed in teachers' attitudes toward inclusive classrooms between PD coursework groups (no PD workshops, one or two PD workshops, three or four PD workshops, and five or more PD workshops). Results indicated significant differences existed between PD coursework groups, $F(3, 70) = 7.384$, $p < .001$, *partial eta squared* = 0.240. Thus, I rejected the null hypothesis for the research question for the alternative hypothesis. Table 6 presents analysis for the research question.

Table 6

Model Summary of ANOVA Analysis for the Research Question

	Sum of Squares	*df*	Mean Square	*F*	*Sig.*
Between Groups	11.100	3	3.700	7.384	< .001
Within Groups	35.074	70	.501		
Total	46.173	73			

Note. Dependent variable = Attitude toward use of inclusive classrooms, $N = 74$; Partial eta squared = 0.240.

Results from the Tukey post-hoc analysis (see Table 7) indicated a significant difference between several of the PD coursework groups. Specifically, participants who completed five or more PD workshops had significantly higher ($p < .001$) attitudes toward the use of inclusive classrooms scores ($M = 5.175$, $SD = 0.446$) than teachers who had not completed any PD workshops ($M = 3.863$, $SD = 0.672$), and they had significantly higher scores ($p = 0.008$) than those who completed one to two workshops ($M = 4.300$, $SD = 0.720$). However, as the sample consisted of only 10 teachers who had participated in five or more PD workshops, the results need to be interpreted with caution. If sufficient power for the analysis would have existed, the results might have

been different. In addition, if the three or four group was already significant compared to

no PD, then it can be assumed that five or more continues the trend even though the

power of analysis was not significant.

Table 7

Multiple Comparisons of Attitudes Toward Inclusive Classrooms using Tukey HSD

(I) Professional Development Workshops	(J) Professional Development Workshops	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
0 courses	1–2 courses	-.43667	.22951	.236	-1.0407	.1674
	3–4 courses	-.68667*	.23492	.024	-1.3049	-.0684
	5 or more courses	-1.31167*	.28898	.000	-2.0722	-.5511
1–2 courses	0 courses	.43667	.22951	.236	-.1674	1.0407
	3–4 courses	-.25000	.20262	.608	-.7833	.2833
	5 or more courses	-.87500*	.26339	.008	-1.5682	-.1818
3–4 courses	0 courses	.68667*	.23492	.024	.0684	1.3049
	1–2 courses	.25000	.20262	.608	-.2833	.7833
	5 or more courses	-.62500	.26812	.101	-1.3307	.0807
5 or more courses	0 courses	1.31167*	.28898	.000	.5511	2.0722
	1–2 courses	.87500*	.26339	.008	.1818	1.5682
	3–4 courses	.62500	.26812	.101	-.0807	1.3307

Note. *. The mean difference is significant at the 0.05 level.

Additionally, results indicated that teachers who completed three or four PD

workshops had significantly higher ($p = 0.024$) attitudes toward the use of inclusive

classrooms scores ($M = 4.550$, $SD = 0.797$) compared to those who had not completed

any workshops ($M = 3.863$, $SD = 0.672$). However, no significant differences existed

between teachers who had not completed any PD workshops and those who completed

one or two workshops ($p = 0.236$), nor did a significant difference exist between those

who completed one or two workshops and those who completed three or four workshops

($p = .608$). Last, no significant difference existed between teachers who completed three

or four workshops and those who completed five or more ($p = 0.101$). Figure 1 displays a means plot of participants' attitudes toward inclusive classrooms composite scores by PD workshop groups, and Appendix E includes a model summary of the post-hoc analysis.
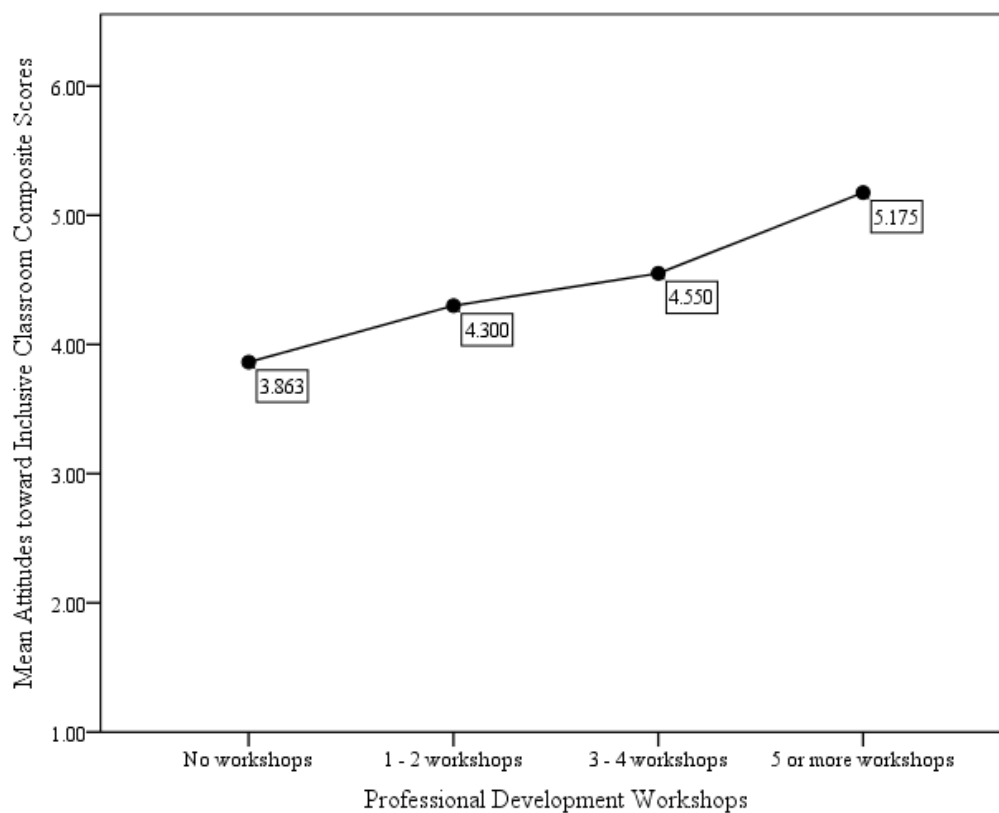

Figure 1. Means plot of participants' attitudes toward inclusive classrooms composite scores by PD workshop groups.

Summary

As suggested by Montgomery and Mirenda (2014), PD is essential for educators teaching in an inclusive setting. The researchers indicated that PD for educators is the catalyst for optimistic teacher attitudes, instruction, and meeting the needs of children. Teachers with positive attitudes are prepared to instruct in the inclusive setting can provide models for effective instruction (Montgomery & Mirenda, 2014).

It is evident that teachers who attend a significant number of PD workshops tend to view inclusive classrooms more favorable (Male, 2011). As suggested by Sharma (2012), administrators that invest in providing teachers the opportunity to participate in PD workshops more frequently may see a return on their investments. The investments may promote positive teacher attitudes, which may transfer to increased motivation to teach and learn in the inclusion classroom (Sharma, 2012).

The results indicated that educators who completed five or more PD courses had better attitudes toward inclusive classroom than those who had less PD. Additionally, results showed that teachers who completed three or four PD workshops had better attitudes toward the use of inclusive classrooms compared to those who had not completed any workshops. However, the results did not indicate any differences between teacher attitudes of those who had not completed any PD courses and those who only completed one or two, nor did a significant difference exist between those who completed one or two workshops and those who completed three or four workshops. As suggested by Tasker et al. (2010), understanding the theoretical framework of this study implies that teachers who are sufficiently trained to teach in an inclusive setting and understand how children learn have better attitudes toward instruction. These teachers are more willing to apply that understanding to create engaging learning opportunities, as well as promote internal transformation of knowledge. In the next section, I will illustration how I used the conclusions to create a seminar to promote professional learning. The goal of the 3-day project was to develop and reinforce more positive attitudes toward inclusive

classrooms. The project included a self-assessment and questionnaires to evaluate the effectiveness of the PD seminars. The project emphasizes the importance of fostering positive attitudes and feelings of preparedness through ensuring teachers are equipped with the necessary expertise to teach children in inclusive classroom.

Section 3: The Project

Introduction

Through conducting this study, I found somewhat of a relationship existed between the variables. Teachers who participated in less than five PD courses had low scores. However, I needed to proceed with caution, as powers in the study were lower than optimal. Further, the results demonstrate a significant relationship does exist between teachers' attitudes toward inclusion classrooms and PD. Teachers who completed PD coursework had significantly higher positive attitudes toward inclusive classrooms than teachers who did not complete any PD coursework. In this section, I will detail the design of this project to develop and reinforce a more positive attitude toward inclusive classrooms among teachers with no PD coursework, outline the description and goals of the project, present the rationale behind the project, and discuss the review of the literature. In addition, in this section, I will present the execution of the project, along with the social effects and the means of evaluation.

Description and Goals

Along with a negative view of inclusive education, teachers who feel they are unprepared to work with SWD often exhibit feelings of frustration and anger (Hemmings & Woodcock, 2011). Inclusive education can benefit all students when proper instruction in the classroom occurs (Desimone, 2011). The success of inclusion requires clear expectations to implement the program and experience receptivity from teachers (Bhatnagar & Das, 2014). However, teachers are concerned with their ability to provide

instruction for SWD as well as their peers without disabilities (Lyons, 2012). Developing positive attitudes toward inclusion is directly related to teachers having the knowledge needed to provide instruction (Amr, Al-Natour, & Al-Abdallat, 2016).

Consequently, the project I developed consisted of a 3-day professional developmental seminar designed to enhance a teacher's ability to teach effectively and efficiently within an inclusive classroom. The first day of the seminar pertained to the inclusion approach and teachers' attitudes about inclusion (Florian, 2012). A vital element in PD is teacher self-assessment, which allows the participants to recognize their own strengths and weaknesses (Till, Ferkins, & Handcock, 2011). The task of self-assessment puts teachers in touch with their individual beliefs and unearths any misconceptions they have relating to inclusive classroom instruction. The examination of a teacher's views may lead to an increased understanding of his or her behavior (Till et al., 2011).

The second day of the seminar focused on strategies that allow teachers to achieve a successful inclusive classroom environment. With the new knowledge that they gain through their self-assessments, the teachers are able to set goals for themselves that they feel they can attain in creating inclusive classrooms that work. Positive attitudes toward inclusion are facilitated by training that enhances knowledge (Donohue & Bornman (2015). The session goals were to reinforce positive attitudes toward inclusive classrooms, build teacher confidence within the inclusive classroom setting, and create a clear picture of what a successful inclusive classroom should look like.

The third day of the seminar consisted of several simulated inclusive classroom scenarios. This structure allowed the teachers to apply the knowledge they obtained during the first 2 days of the seminar. In addition, the feedback from the scenarios uncovered areas each individual had to work on when planning and setting goals for his or her own classrooms.

Rationale

The findings from this study indicated significant differences between PD coursework groups. That is, participants who had completed five or more PD workshops had significantly higher attitudes toward the use of inclusive classrooms scores (the higher the attitude score, the more favorable the teacher viewed the use of inclusive classrooms) than teachers who had not completed any PD workshops and teachers who completed one or two workshops. Additionally, teachers who completed three or four PD workshops had significantly higher attitudes toward the use of inclusive classrooms scores compared to those who had not completed any workshops. To implement effective inclusive educational instruction within the classroom, professional unpreparedness must be addressed. Therefore, I developed a PD that equipped teachers with strategies to operate within an inclusive classroom. Once teachers are adequately prepared to provide educational instruction within an inclusive classroom, their confidence to work with all students within that environment will improve significantly (Pancsofar & Petroff, 2013).

Review of Literature

The effectiveness and strength of an inclusive classroom relies heavily on the

training and PD of teachers. Using databases, such as ERIC and SAGE, was essential and

beneficial in my examination of best practice strategies in order to understand teachers'

attitudes pertaining to positive inclusive classrooms. Jenkins and Yoshimura (2010)

theorized that including SWD in classrooms with nondisabled students could only be

accomplished by equipping general education teachers with the same information and

skills possessed by special education teachers. Although PD is the cornerstone to a

successful inclusive classroom, most teacher PD programs give little or no importance to

inclusive education (Jenkins & Yoshimura, 2010). Consequently, teachers with no

experience and no PD are not equipped with the necessary skills and display negative

attitudes toward inclusive classrooms.

The main barriers in implementing inclusive classroom PD for teachers with no

experience or PD are the negative attitudes they possess about inclusive classrooms, lack

of teacher ownership regarding PD in this area, and little time for practical application.

The 3-day professional seminar I developed addressed these issues by including teacher

self-assessments and a basic introduction of special education on Day 1 of the seminar,

providing effective strategies to create a successful inclusive classroom on Day 2, and

providing interactive inclusive classroom scenarios where teachers can apply what they

have learned on Day 3. Researchers have discovered teacher knowledge, skills, and

practices are vital keys in facilitating successful inclusion (Agbenyega & Klibthong, 2011).

Teacher Attitudes

Cassady (2011) suggested that those supporting inclusive education argue that it is being stalled because most schools are not capable of including all children because of the barriers, such as a teacher's deficient knowledge, motivation, vision, and limited resources. A logical conclusion might be that the attainment of teaching students in an inclusive environment is dependent on a teacher's attitude to implement inclusive classrooms and then carry out the objective with his or her current skill level. However, teachers with no experience or PD often display negative attitudes in a mainstream classroom when accommodating a special needs student (Cassady, 2011). Generally, teachers who are unprepared or apprehensive with the idea of inclusion exhibit negative attitudes in the inclusive classroom. Because a positive attitude toward inclusive education and a willingness to accommodate SWD is crucial to its success, it is important to review a teacher's attitude toward inclusion (Barned, Knapp, & Neuharth-Pritchett, 2011). Teachers who display negative attitudes adversely affect students in the classroom by undermining their confidence and success (Cassidy, 2011). Conversely, teachers who display constructive attitudes and are willing to accommodate SWD, encourage confidence, and provide a comfortable learning environment for their students (Nishimura, 2014). Experts in the education realm believe complete integration and acceptance of special needs students will not take place until attitudes begin to change

(Nishimura, 2014). In addition, to improve the attitudes of teachers with no experience or PD toward inclusion, experts recommend that their concerns be addressed via workshops and on-going PD. The 3-day seminar I developed addresses the attitudes that novice educators hold toward inclusive classrooms.

Professional Development

Even though teachers possessing positive attitudes are vital in the achievement of academic success within an inclusive environment, changing an individual's attitude cannot ensure the integration of SWD in the general student population alone. The area of PD has served as a significant barrier to inclusion (Muccio, Kidd, White, & Burns, 2014). Teachers need to participate in PD on an ongoing basis to keep abreast of the latest resources, curriculums, and emerging technologies that can enhance student success in the classroom (Prytula, 2012). The traditional isolated in-service approach to teacher PD does not adequately provide individual and varying needs of educators (Schleicher, 2011). Isolated in-service courses are general in nature and do not connect or transfer to changes in individual classrooms (Hardwood & Bork, 2011; Schleicher, 2011). The most effective PD is recurrent, intensive, job-embedded and focuses on what classroom practices are relevant (Hardwood & Bork, 2011). A seminar constructed to include these elements aides in reaching the goal of PD to increase skills and knowledge, which increases a student's quality of learning and facilitates academic success. In the project I developed, teachers received the basic knowledge, skills, and strategies that can help them create a successful inclusive classroom (Hardwood & Bork, 2011). In addition, my

intention with the project was to boost a novice teacher's ability to operate confidently within the classroom environment. When teachers display strong individual attributes along with above average teaching skills, they can meet the challenge of teaching to diverse students successfully (Dixon, Yssel, McConnell, & Hardin, 2014).

Practical Application

Gulamhussein (2013) indicated one of the most common complaints concerning PD is participants are overloaded with information and are not given adequate time to apply what they have learned. Researchers have discovered a teacher faces their biggest challenge when attempting to implement the knowledge acquired during PD (Ermeling, 2010; Gulamhussein, 2013). Ermeling (2010) suggested teachers face challenges implementing learned strategies from workshops in their actual classroom. One of the most recent case studies involved a group of science teachers working extensively away from the classroom to learn the principles of inquiry learning (Ermeling, 2010). Despite their extensive time devoted to PD, the teachers were unable to apply the new learned method successfully (Ermeling, 2010). To aid educators in the mastery of their new skill, the teachers had to practice the new skill, watch a video of their attempts, and listen to feedback (Ermeling, 2010). To ensure the PD seminar for this study was effective, I addressed this barrier by including practice. The project included simulated scenarios on the third day of the seminar.

The framework of the project was set up to build on the skills and knowledge that participants acquire from the previous day. The third day of the seminar consisted of

interactive simulated inclusive classroom scenarios. These scenarios gave teachers the

opportunity to apply what they had learned in the classroom environment. Although it is

not their actual classroom, the PD allowed them to practice their new skills in a

classroom environment similar to their own environment. Along with their simulations,

the teachers received essential feedback of their performance. When exposing teachers to

a concept for the first time, a passive approach should not be taken (Ermeling, 2010). PD

should include approaches that actively engage teachers and help them make sense of a

new classroom (Ermeling, 2010; Hardwood & Bork, 2011). Because the teachers who

participated in the seminar had little teaching experience or PD, this approach was more

effective.

<div align="center">**Project Description**</div>

The design of the 3-day seminar helped teachers become aware of their less

positive attitudes toward inclusive education, expose any misconceptions they may have

had regarding special education, develop the necessary skills to create an effective

inclusive classroom environment, and build their confidence and comfort levels with their

new skills within a simulated classroom environment. I completed this seminar

assessment by administering the Teacher Attitudes Toward Inclusion Survey (TATIS).

Gregory and Noto (2012a) developed the TATIS survey tool to gauge teacher attitudes

toward inclusion. Although the success of creating an inclusive classroom environment

begins with addressing the negative attitudes of teachers with little experience and their

lack of PD, the implementation of their new skills within their respective classrooms can

become a constant struggle. Researchers have noted that learning new teaching methods is more difficult than learning about one. However, skills acquired through PD for teachers are sustained when support from their school leaders exists and they are given the time to explore ideas and integrate them into their teaching practices (McMaster, 2012).

Potential Resources and Existing Supports

Facilitating a successful inclusive classroom environment depends on the collaboration of many (Gregory & Noto, 2012b). Generally, an effective inclusive classroom is staffed with a general and special educator, paraprofessional, and speech, occupational, and physical therapist (Gregory & Noto, 2012b). Administrators and other staff members, such as counselors, social workers, and additional teachers, can be contributors to the decision-making process. Inclusion requires the coordination of professionals to deliver substantive instruction that engages all of their students (Costley, 2013). School districts need to implement practices to assure teachers with no experience or PD teaching in an inclusive environment are prepared and confident with instructional practices. School districts taking a proactive approach to PD and supporting collaboration can minimize the likelihood of teachers' failed attempts at inclusive classroom education.

Potential Barriers

The lack of communication among the collaborative team within the inclusive classroom can be a formidable barrier. Teachers, specialists, administrators, staff, and any other vital member of the team must practice open communication. Once the novice

teacher has completed the PD, he or she must start open communication and coordinate planning with the chosen team to implement the inclusion strategies successfully. Even though educators often do not have time to carry out daily tasks, they must find the time to collaborate with their team (Murawski, 2012). This will allow the teacher to effectively implement the strategies and skills learned during the PD seminar.

Proposal for Implementation and Timetable

The Creating a Successful Inclusive Classroom 3-day seminar was offered as PD prior to starting each academic year to teachers with minimal experience. Conducting the seminar within that specific timeframe allowed the teachers to gain the essential information and skills to operate within an inclusive classroom, identify potential members of their collaborative team, and draft a plan of approach to begin creating an inclusive environment before the school year began. In addition, this allowed the teachers to be prepared and have the ability to integrate their newly acquired skills in an organized and well thought-out manner upon the arrival of their students.

Roles of Responsibility of Students and Others

The role of developing and facilitating the 3-day PD seminar in inclusive classroom education was my primary responsibility. I developed the self-assessment questionnaires, gathered the necessary materials for the classroom simulation scenarios, and outlined the discussion topics for the PD seminar. It was the primary responsibility of the school administrations to encourage teachers with little experience or PD within their districts to participate in the seminar. The attitude of a school's leadership toward

inclusive education sets the tone throughout its district (Loiacano & Palumbo, 2011).

Encouraging PD in this area among teachers with little PD experience may reinforce a

positive attitude toward inclusive classroom education. In addition, it was the

responsibility of the teachers with little experience, or no PD, to attend the seminar.

Teachers should take responsibility in their own PD (Loiacano & Palumbo, 2011). The

seminar allowed the teachers to take accountability of their own PD, which can

potentially increase their skills and their students' learning. Administrators, teachers, and

other essential staff must receive instruction to help increase a school's ability to

effectively educate SWD in an inclusive classroom (Bellini, Henry, & Pratt, 2011).

Project Evaluation Plan

To evaluate the effectiveness of the 3-day PD seminar, I administered four

questionnaires throughout the year to gather data. The first questionnaire administered at

the conclusion of the seminar evaluated the delivery of the seminar itself and identified

the degree of each participant learning about inclusive classroom education. I

administered the second questionnaire after the first quarter during the school year. This

questionnaire focused on the level of support teachers receive to implement the strategies

they learned during the PD seminar. Although this questionnaire did not necessarily

reflect the quality of the PD workshop, it may have uncovered policies that undermine

the purpose and goals of the seminar. The PD seminar can be modified to address these

challenges and counteract any possible discouragement for future participants. The third

questionnaire, administered after the completion of the third quarter during the school

year, pertained to teachers' use of the knowledge and skills acquired to create an effective inclusive classroom. The fourth and final questionnaire reflected how the PD affected their students. Because a teacher's attitude toward inclusive classrooms can dictate its failure or success, each questionnaire contained questions addressing the subject.

Projects Implications

Local Community

Studies revealed that with little experience and no PD, educators have concerns about inclusive education in general (McCray & McHatton, 2011; Peebles & Mendaglio, 2014). However, teachers' concerns are alleviated through PD that focuses on providing strategies that will make them successful in an inclusive classroom (McCray & McHatton, 2011; Peebles & Mendaglio, 2014). When teachers exhibit confidence and positive attitudes toward inclusion obtained through PD, they are likely to use more successful inclusive practices throughout their careers (Woodcock, Hemmings, & Kay, 2012). When teachers adopt positive attitudes toward inclusion and embrace the responsibility of becoming inclusive, increased quality of instruction is apparent and they are more effective within their classrooms (Schwab, Holzinger, Krammer, Gebhardt, & Hessels, 2015).

Far Reaching

The larger context of this PD project is that the results provide a resource for all teachers who are lacking the necessary skills to effectively create and provide instruction in inclusive classrooms. The 3-day PD seminar addressed the negative attitudes educators

have toward inclusive education and helped them embrace the concept. School

administrators looking to empower their teachers in the area of inclusive classroom

instruction and enhance their ability to address the growing demand to a diverse student

population should implement a PD seminar (Voss & Bufkin, 2011). This project has the

potential of improving the educational instruction quality students receive in the

classroom and ensure that no child is left behind. In addition, this project allows schools

to keep in compliance of the Individuals with Disabilities Education Improvement Act of

2004 that calls for inclusion of disabled students with their nondisabled peers for most of

the school day (Naraian & Oyler, 2014).

Conclusion

The objective of this project was to address the difference in attitudes held by

teachers toward inclusive classrooms between PD coursework groups (no PD workshops,

one or two PD workshops, three or four PD workshops, and five or more PD workshops).

As an ever-present barrier, researchers attribute lack of PD to teachers' negative attitudes,

their feelings of unpreparedness, and inadequate skills to instruct diverse children

effectively. The goal of the 3-day PD seminar in inclusive classroom education was to

provide teachers with little experience in PD the necessary knowledge and skills to

increase their confidence and quality of instruction within an inclusive classroom

environment.

In the concluding segment of the study, I discuss its limitations and strengths. In

addition, Section 4 will include recommendations for future projects regarding how to

address issues associated with inclusive classrooms. I will also present implications for

future research, an overall reflection of what I learned through conducting this study, and

how the results can bring about positive social change for educators.

Section 4: Reflections and Conclusions

Introduction

Education is vital to the well-being of all human kind and there are barriers that affect the success of education in inclusive environments. In this study, I anticipated some of the barriers to participation in inclusive classrooms early on, such as lack of PD and preparation to instruct. Initially, I believed experienced teachers would not feel a need to participate in PD and that this would pose a barrier; however, I was surprised by how many of the experienced teachers desired to participate in PD.

In this section, I will present the project's strengths and limitations as well as suggestions to overcome specific limitations. Additionally, I will discuss how the doctoral process has affected my growth as a scholar, practitioner, and project developer. Further, in this final section, I will address the study's implications for positive social change and directions for future research as it relates to the problem and purpose of this study.

Project Strengths and Limitations

I intended for this project study to address the benefits of PD for educators who instruct in a coteaching situation in an inclusive classroom. Benefits of the project included effective and efficient preparation strategies to increase teachers' ability to provide instruction. A crucial element of the PD project was the way it facilitated teacher participants' recognition of their strengths and weaknesses, while fostering solutions to misconceptions relating to inclusive classroom instruction.

One of the strengths of the project was the outline of positive strategies it provides that focus on teacher achievement of a positive inclusive classroom environment. Teachers' self-assessments provided information that was beneficial to the teachers for setting goals that can be used to create successful inclusive classrooms. I developed components of this project to reinforce positive attitudes, build teacher confidence, and create a clear picture of what a successful inclusive classroom should look like. This project allowed me to address barriers associated with a lack of PD options available for teachers.

Because of the sample size, the sampling methodology I selected may have posed limitations to this study. The population was smaller than the required sample size and therefore, the study results lack power. The sample is not generalizable to teachers in other geographical areas given that responses to the survey may render different results. The survey used in the study measured attitudes that may not have reflected differences within the overall population. Unknown factors, because of the anonymous nature of the study, may also have affected the results. Self-reporting biases may have posed a limitation as well. The way teachers reported may have reflected their opinion based on how they view themselves or how they perceived that others viewed them.

Recommendations for Alternative Approaches

In this study, I focused on teachers' attitudes pertaining to inclusive classroom education. Exploring the problem from the perspective of students, administrators, and parents is equally essential. Therefore, a different way to address the problem is to

conduct forum discussions that illicit conversations focused on inclusive classroom

practices with stakeholders included in the forum. Using qualitative measures, such as

interviews, may also yield different results to the data.

Scholarship, Project Development, and Leadership Change

Scholarship

My journey as an educator has encouraged my thirst for scholarship. When I

reflect on the idea of scholarship, it is clear to me that it involves continually seeking

knowledge, synthesizing ideas, and constructing meaning. Throughout the process of my

doctoral journey, I have discovered the importance of being diligent to scholarly research.

It is crucial to develop the skills needed to understand, apply, and analyze research with a

critical eye. The experience of reflecting on scholarly research prepared me for

identifying the local problem addressed in this study, including developing the

methodology and project study.

As an educator, I was privileged to experience the rigors associated with

conducting research. However, my quantitative research background was limited.

Throughout this doctoral journey, I learned the importance of understanding the types of

quantitative research appropriate for addressing a study. It was important for me to know

what questions I needed to answer, the structure required to do so, and what variables I

needed to measure.

Through the process of developing this study, I found it my responsibility to

communicate to teachers about how essential it is to value all students in an inclusive

classroom. It was surprising to find novice teachers lacking the priority to complete PD

for working with students in an inclusive classroom. Experienced teachers participated in

more PD than novice teachers did. However, most teachers have encouraging attitudes

toward coteaching and instructing students in an inclusive classroom when they

participate in training. Understanding this concept was the driving force behind my

project.

Furthermore, in my drive to become a better scholar, I had to overcome many

obstacles. I had to increase my conceptual understanding of how to conduct, analyze, and

communicate using technology to research. Having never completed a degree in an

online program posed a challenge for me. I had to learn how to communicate through

technical applications, which is difficult for someone technically challenged. Another

challenge I faced was meeting deadlines. Having to post and submit assignments

electronically forced me to manage my time. When no one is looking over your shoulder

or physically collecting an assignment from you, it becomes easy to fall prey to

procrastination. As I reflect back, I am proud to report the growth I have made as a

scholar. I have gained knowledge and skills that will follow me throughout my career and

future endeavors.

Project Development

Developing the Creating a Successful Inclusive Classroom project took extensive

preparation. The project idea stemmed from knowledge and experience of how educators

view working in an inclusive setting. Throughout my journey at Walden, I researched this

topic and learned about problems associated with teachers instructing in the cotaught

inclusive environment, as well as what makes it successful. From my research findings, I

was able to explore and identify strategies that lead to positive outcomes in an inclusive

environment. The literature discussed in this paper supported the findings of this study

that educators have a better attitude about teaching a diverse student population found in

an inclusive classroom environment when they have continual PD.

The largest challenge I faced associated with the project was deciding on the most

effective components to include in the PD workshop. The workshop began by having

teachers assess themselves. This facilitated internal thoughts and perceptions regarding

how they felt about themselves as educators. The outcome goals and objectives of the

project were determined by how receptive teachers were to continue to participate in PD.

This project included time management strategies, stimulations, and a postassessment to

evaluate effectiveness. I intended the project to promote the importance of continuous PD

to improve teacher attitudes and performance.

Leadership and Change

The technique of quality leadership executed within an educational institution

directs the effectiveness of performance (Lingo et al., 2011). Being a scholar and leader

requires educators to have the responsibility of encouraging success within a community

of learners. This can be accomplished by building relationships with stakeholders. If

leaders are going to facilitate change within a community, they must understand how

students learn and develop. Effective leaders understand that learning and development

are a cognitive process between the learner, their experiences, and the world around them (Ligorio, 2010). Changing teacher practice involves expanding the learning process by collaborating within professional learning communities. Collaboration does not work in isolation. Collaboration is effective when educators set a purpose, reflect on the purpose, commit to the purpose, and acknowledge shared responsibilities (Fenty & McDuffie-Landrum, 2011). Strong leaders have a vision and are able to convey their vision, which promotes success (Lingo et al., 2011).

Acquiring research knowledge pertaining to best practices supports successful practices and student success (Lodico et al., 2010). For teachers and students, the simulation of learning cultivates engagement, discussion, interpretation, and knowledge, which promotes positive attitudes in educators (Desimone, 2011). Providing best practice strategies can pose a challenge for educators at times. However, when best practices are implemented, students build knowledge and positive change occurs. For that reason, this project was important to building teacher attitudes regarding their ability as instructors and facilitators of knowledge. When teachers view themselves not only as teachers, but also as leaders, change occurs.

Analysis of self as a scholar. As I reflect on my doctoral journal, I have learned a tremendous amount about research and grown as a scholar. In the beginning of my journey, I found researching to be a difficult task because of language and concepts that varied among authors. As I continued to read various scholarly articles, I began to discover how important it was to understand different authors' views on the same topics.

Therefore, I had to put my biases in perspective, stay focused, and be able to dissect and analyze knowledge from various viewpoints.

Furthermore, I discovered much research on education; however, narrowing down my research to just scholarly articles focused on my topic was difficult. This task accounted for a large deal of my time. Although it was time consuming, I had the opportunity to indulge in reading various research topics, which increased my knowledge base. Ultimately, this effort made me a better scholar. As a researcher, I found myself reviewing peer-reviewed articles and books in order to grow as a teacher. Additionally, when collaborating and interacting with peers on a topic, I always seemed to have an opinion and referred back to research. As I used research-based strategies within my classroom, a shift transpired within my learning community. This shift was an inspiration and positive influence on my peer educators. This has been an enlightening and positive process throughout my doctoral journey. Learning how to read and interpret scholarly research has prepared me to conduct other quantitative research topics pertaining to educational issues.

Analysis of self as a practitioner. Completing this research study has caused me to think differently about the practices I use in my classroom. I am now consistently aligning my practices with what correlates with current research. The motivation of instruction is designed based on the needs of students (Male, 2011). PD is the cornerstone to staying abreast of current research, which also factors into student success. I believe education is the key to success for all students, and I motivate my students to develop

their inner strengths and abilities while discovering what inspires them. My goal as an educator is to facilitate a stimulating learning environment that promotes trust of inner instincts, while fostering self-confidence.

Analysis of self as a project developer. Throughout my career as an educator, I have collaborated with other educators in leadership positions. My experience includes designing and directing an after-school program. Although that was a challenge in itself, this project study was an intense process. The more I researched my topic, the more I was determined to identify teachers' needs and find a solution to their needs. My researcher findings encouraged the topic I chose, which was a 3-day workshop on inclusive classrooms. A challenge in developing the project was time management. Because of the intense process of the project and personal forces, I was not always able to meet my deadlines. Another challenge I experienced was based on the need to identify what components were critical to include in the workshop.

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Reflection on the Importance of the Work

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Through this process, I learned that when teachers are comfortable and confident in their teaching practices, they have a positive attitude about coteaching in an inclusive setting. Participating in PD affords teachers the skills they need to be successful. The challenges of designing this project were worth the projected outcome of building teacher confidence, which will in turn promote student success.

Implications, Applications, and Directions for Future Research

This project has significant implications for positive social change. Teachers become empowered when they are secure in their ability to perform, and when they have the confidence and training needed to pass knowledge on to their students, the dynamics of the classroom change. Participating in continuous PD positively affects teachers' attitudes and professional growth (Male, 2011). Many schools are making a shift to educating through professional learning communities (Prytula, 2012). When teachers collaborate within the community, a transformation of knowledge occurs. The knowledge teachers gain through collaboration and PD facilitates engaging, motivating, and productive classrooms (Fenty & McDuffie-Landrum, 2011; Jones, 2011). The catalyst to having this type of classroom is a transformation of knowledge from teachers to students, leading to students becoming lifelong learners, which is the ultimate goal of promoting social change (Fenty & McDuffie-Landrum, 2011; Jones, 2011). Runswick-Cole (2011) suggested educational researchers' goal must be to change the approach of educators and professionals regarding inclusion. Children will be successful and thrive when this change is embraced (Runswick-Cole, 2011).

As supported by research results from the ANOVA analyses, participants who completed five or more PD workshops had significantly higher scores ($p < .001$) on the attitudes toward the use of inclusive classrooms survey ($M = 5.175$, $SD = 0.446$) than teachers who had not completed any PD workshops ($M = 3.863$, $SD = 0.672$). In addition, those who completed five or more workshops had significantly higher scores ($p = .008$)

than those who completed one or two workshops ($M = 4.300$, $SD = 0.720$). Furthermore, results indicated that teachers who completed three or four PD workshops had significantly higher ($p = .024$) attitudes toward the use of inclusive classrooms scores ($M = 4.550$, $SD = 0.797$) compared to those who had not completed any workshops ($M = 3.863$, $SD = 0.672$). This implies that training could be introduced to all teachers without affecting their attitudes toward implementation.

Additionally, future researchers should consider evaluating a broader or more specific sample of participants (e.g., examine teachers in different regions other than the southeastern region of the United States), repeat the study under different circumstances (e.g., larger sample size or examine differences in the dependent variables between gender, etc.), and practice. Future researchers should focus on collaboration between districts, principals, and teachers.

Conclusion

In conclusion, PD for educators is essential, as suggested by Dukes and Lamar-Dukes (2007). The researchers also indicated PD for educators is the catalyst for instructing and meeting the needs of children (Dukes & Lamar-Dukes, 2007). Educators who are prepared to instruct in the inclusive setting provide models for effective instruction. Further, Dukes and Lamar-Dukes indicated that two or more teachers in the inclusive classroom enable students with diverse needs to achieve academic success.

Examining the attitudes of teachers who instruct in an inclusive location was the objective for this study. The data indicated participants who completed PD had better

attitudes toward inclusive classrooms than those who did not. I learned much through the process of this study. As a beginner scholar, I have the responsibility to encourage teacher training and continue to implement and research best practice strategies. The result should empower students to become scholars themselves and become lifelong learners.

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Appendix A: The Project

The project for this study consists of a professional development 3-day seminar on how to create a successful inclusive classroom for teachers with no experience or professional development. The professional development includes a self-assessment regarding attitudes about inclusive classroom education at the beginning of the seminar. In addition, there were four questionnaires given to participants to evaluate the effectiveness of the professional development seminar immediately after its conclusion and throughout the school year. The materials from the professional development sessions are presented below.

Day 1: Professional Development 3-day seminar

The first day of the seminar focused on two major components. The first component is getting an accurate appraisal of each teacher's attitude toward inclusive classroom education. Because a teacher's attitude toward inclusive classroom education is a vital component in building a successful inclusive classroom environment it is important they become in touch with their attitudes and beliefs. The second component of the seminar in day one was equipping the teachers with basic knowledge of inclusion. The materials used to present this session is a Teachers' Attitudes Toward Inclusion Scale (TATIS)survey to measure their attitudes toward inclusion and a PowerPoint presentation. The following pages contain those materials and the seminar's day-one schedule.

Seminar Schedule Day 1

Welcome and Introduction – 8:00 to 8:30

8:30AM to 9:30AM: What's Up with the Attitude?
- A discussion of how attitudes play an important role in the success of inclusive education.

9:30AM to 11:30AM
- The completion of the TATIS survey to appraise each teacher's attitude and give them the results of the survey.

11:30AM to 12:30AM
- A synopsis of the results as a group as a whole and address the myths that most teachers have about inclusive classroom education. In addition, there will be a brief introduction about the second session regarding inclusion.

12:30PM to 1:30PM: Lunch

1:30PM to 2:30PM: What is Inclusion?
- Defining what inclusive education is and what that means for educators.

2:30PM to 3:15PM: Benefits of Inclusive Education.
- A look at the benefits of an inclusive classroom.

3:15PM to 3:30PM: Break

3:30PM to 4:30PM: How to Teach in an Inclusive Classroom.
- How to operate with confidence and enthusiasm within the inclusive classroom.
- Overview and questions.

Teachers' Attitudes Toward Inclusion Scale (TATIS)

Directions: The intent of this confidential survey is to obtain an accurate appraisal of your perceptions of the inclusion of students with mild to moderate disabilities in regular classrooms. It also contains questions pertaining to your beliefs about professional roles or whether or not you believe that inclusion can succeed. There are no wrong or right answers so please respond candidly.

Definition of Inclusion: For the purpose of this survey inclusion is defined as the integration of students with mild to moderate disabilities into regular classrooms for 80% or more of the school day. The federal special education law includes learning disabilities, hearing impairments, visual impairments, physical handicaps, attention

deficit disorders, speech/language impairments, mental retardation, autism, traumatic brain injury, and mild/moderate emotional disturbances as mild to moderate disabilities.

Instructions: Use the following scale for all items Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

1.	My educational background has prepared me to effectively teach students with cognitive delays and deficits in daily living skills.	SD	D	A	SA
2.	I need more training in order to appropriately teach students with an Individualized Educational Plan (IEP) for learning problems.	SD	D	A	SA
3.	I am encouraged by my administrators to attend conferences/workshops on teaching students with special needs.	SD	D	A	SA
4.	My colleagues are willing to help me with issues which may arise when I have students with an IEP in my classroom.	SD	D	A	SA
5.	I feel comfortable in working collaboratively with special education teachers when students with an IEP are in my classroom.	SD	D	A	SA
6.	I welcome collaborative teaching when I have a student with an IEP in my classroom.	SD	D	A	SA
7.	Students who are 2 or more years below grade level should be in special education classes.	SD	D	A	SA
8.	Students who are diagnosed as autistic need to be in special education classrooms.	SD	D	A	SA
9.	All efforts should be made to educate students who have an IEP in the regular education classroom.	SD	D	A	SA
10.	Students who are diagnosed a mentally retarded should be in special education classes.	SD	D	A	SA
11.	Students who are verbally aggressive towards others can be maintained in regular education classrooms	SD	D	A	SA
12.	Collaborative teaching of children with special needs can be effective particularly when students with an IEP are placed in a regular classroom.	SD	D	A	SA
13.	Special education teachers should teach students who hold an IEP.	SD	D	A	SA
14.	I can approach my administrators with concerns hold regarding teaching students who have special needs.	SD	D	A	SA
15.	I feel supported by my administrators when faced with challenges presented by students with behavioral difficulties in my classroom.	SD	D	A	SA
16.	My district provides me with sufficient out of district training opportunities in order for me to appropriately teach students with disabilities.	SD	D	A	SA

17.	My educational background has prepared me to effectively teach students with behavioral difficulties.	SD	D	A	SA
18.	My educational background has prepared me to teach students with special needs.	SD	D	A	SA
19.	I am provided with sufficient in-service training through my school district which allows me the ability to teach students with an IEP.	SD	D	A	SA
20.	My administrators provide me with sufficient support when I have students with an IEP in my classroom.	SD	D	A	SA
21.	I am provided with enough time in order to attend conferences/workshops on teaching students with special needs.	SD	D	A	SA
22.	I can approach my colleagues for assistance when needed if I have students with special needs in my classroom.	SD	D	A	SA
23.	Regular education teachers should not be responsible for teaching children with special needs.	SD	D	A	SA
24.	I like being the only teacher in the classroom.	SD	D	A	SA
25.	Students who are physically aggressive towards others can be maintained in regular education classrooms.	SD	D	A	SA
26.	All students who have an IEP for any reason need to receive their education in a special education classroom.	SD	D	A	SA
27.	Students who display speech and language difficulties should be in special education classes.	SD	D	A	SA
28.	I should only be responsible for teaching students who are not identified as having special needs	SD	D	A	SA
29.	My colleagues are approachable when I ask for their advice when I teach students with special needs.	SD	D	A	SA
30.	Both regular education teachers and special education teachers should teach students with an IEP.	SD	D	A	SA
31.	I am provided with sufficient materials in order to be able to make appropriate accommodations for students with special needs.	SD	D	A	SA
32.	My educational background has prepared me to effectively teach students who are 1 year below level.	SD	D	A	SA
33.	My educational background has prepared me to effectively teach students with speech impairments.	SD	D	A	SA
34.	I need more training in order to appropriately teach students an IEP for behavioral problems	SD	D	A	SA
35.	I feel supported by my administrators when faced with challenges presented by students with learning difficulties in my classroom.	SD	D	A	SA
36.	I am provided with monetary support in order to attend conferences/workshops on teaching students with special needs.	SD	D	A	SA

37.	I feel comfortable in approaching my colleagues for help when I teach students with special needs.	SD	D	A	SA
38.	Students who are I year below grade level should be in special education classes.	SD	D	A	SA
39.	Students who are identified as depressed but do not display overt disruptive behavior should be in regular education classes.	SD	D	A	SA
40.	Special education teachers might lose their jobs if I teach children with an IEP.	SD	D	A	SA
41.	My colleagues will try to place all of their special needs students in my classroom if I start including students with an IEP in my regular classroom.	SD	D	A	SA
42.	My educational background has prepared me to effectively teach students who are 2 or more years below level.	SD	D	A	SA

Day 2: Professional Development 3-day seminar

The second day of the seminar focuses on meeting the needs of special-needs students in the classroom. This session will address the necessary steps that will help teachers with no experience or professional development successfully include special-needs students in the classroom.

Seminar Schedule Day 2

Greeting and Agenda– 8:00 to 8:15

8:15AM to 8:45AM: Attitudes and Beliefs.
- Each teacher believes that his or her student can succeed.
- Faculty and staff accept responsibility for the learning outcomes of their special need students. .
- Faculty and staff prepare themselves and existing students in the classroom to incorporate a student with disabilities.
- Parents are kept informed and help support program goals.
- Special education staff is commits to collaborative practices in inclusive classrooms.

8:45AM to 9:45AM: Services and Physical Accommodations
- Faculty and staff ensure all services needed by the student are available (e.g., health, physical, occupational, or speech therapy).

- Accommodations are adequate to meet the student's needs (e.g., facilities, materials used for daily teaching, assistive devices).

9:45AM to 10:00AM: Break

10:00AM to 12:00PM: School Support

- The school principal understands the needs of students with disabilities.
- Adequate numbers of support staff are available to support special needs students.
- Adequate professional development of faculty and staff supporting students with disabilities are provided on a continual basis.
- Faculty and staff develop and implement effective policies and procedures for evaluating individual student progress.

12:00PM to 1:00PM: Lunch

1:00PM to 2:30PM: Collaboration
- Planning and/or instructional team includes special education teachers.
- Team collaboration is used to solve challenges and implement necessary programs.
- General education teachers, special education teachers, and other support specialists collaborate (e.g., coteaching, team teaching, teacher assistance teams).

2:30PM to 2:45PM: Break

2:45PM to 4:00PM: Instructional Methods
- Teachers have adequate skills and the knowledge required to choose and adapt curricula and teaching strategies according to individual student needs.
- Diverse methods of teaching arrangements are accessible to teachers involved with instructing students with disabilities (e.g., team teaching, cross-grade grouping, peer tutoring, and teacher assistance teams).
- Faculty and staff encourage a cooperative learning environment and support socialization.

4:00PM to 4:30PM: Overview and Questions

Day 3: Professional Development 3-day seminar

The third and final day of the seminar focused on practical application of the materials learned. The teachers actively participated in simulated classroom scenarios that allowed them to apply what they learned over the past couple of days. In addition, they received feedback from those scenarios to further help them understand the material presented.

Seminar Schedule Day 3

Greeting and Agenda– 8:00 to 8:15

8:15AM to 8:45AM: Overview of Inclusive Classroom Strategies
- Evaluating attitudes and beliefs.
- Evaluating services and physical accommodations.
- Access to necessary school support.
- Creating a team for effective and successful collaboration
- Creating diverse teaching methods to address each student's needs,

8:45AM to 10:45AM: Simulated Classroom Scenarios

10:45AM to 11:00AM: Break

11:00AM to 12:30PM: Simulated Classroom Scenarios

12:30PM to 1:30PM: Lunch

1:30PM to 2:30PM: Simulated Classroom Scenarios

2:30PM to 2:45PM: Break

2:45PM to 3:45PM: Feedback from Simulated Scenarios

3:45PM to 4:30PM: Overview and Questions
PowerPoint Presentation: Creating a Successful Inclusive Classroom

Day 1

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5

Slide 6

Slide 7

Slide 8

Slide 9

Day 2

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5

Slide 6

Slide 7

Slide 8

Day 3

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5

Slide 6

Slide 7

Slide 8

Slide 9

Slide 10

Slide 11

Slide 12

Slide 13

Slide 14

Scenario 3 (continued)

Betty Armstrong had been a teacher for six years. Her colleagues considered her to be a competent teacher committed to literacy and on top of things concerning curriculum and instruction. Betty often said that it was her goal to make kids feel good about being in school and especially about being a part of her class. She had high expectations for her students and required them to work hard to meet those expectations. This year, Betty had Jake and David, two students from a special education class. They came to Betty's class two hours a day for math and reading. Both students had a learning disability, but Jake also had some fine motor problems and behaviors typical of students labeled attention deficit disorder with hyperactivity (ADHD)—although he had never been diagnosed.

Slide 15

Scenario 3 (continued)

Sharon Moss, the special education teacher in the early education class, checked regularly with Betty to see how the two students were doing. Sharon had been a special education teacher for six years and had built a good rapport with the general education teachers. Sharon decided it was time to discuss with Betty the integration of both boys in general education full time. She sat down with Betty and asked her how things were going. "Oh, both kids are doing great academically. David is often the first to raise his hand with the correct answers when I verbally quiz the class, and Jake reads so well! But, Jake's behavior—it's just not typical. He's a goofy little guy, you know," she said with a smile.

Slide 16

Slide 17

Slide 18

Slide 19

Slide 20

Slide 21

Questionnaire #1

CREATING A SUCCESSFUL INCLUSIVE CLASSROOM

EVALUATION QUESTIONNAIRE

Workshop Name: _____

Training Location: _____

Participant Name: _____

Date: _____

Job Title: _____

Years in present position? <1 1–3 3–5 5+

INSTRUCTIONS

Please circle your response to the items. Rate aspects of the workshop on a 1 to 5 scale:

1 = "Strongly disagree," or the lowest, most negative impression

3 = "Neither agree nor disagree," or an adequate impression

5 = "strongly agree," or the highest, most positive impression

Choose N/A if the item is not appropriate or not applicable to this workshop.

WORKSHOP CONTENT (Circle your response to each item.)

1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree, N/A=Not applicable

1. I was well informed about the objectives of this workshop   1 2 3 4 5 N/A

2. This workshop lived up to my expectations.   1 2 3 4 5 N/A

3. The content is relevant to my job.   1 2 3 4 5 N/A

WORKSHOP DESIGN (Circle your response to each item.)

4. The workshop objectives were clear to me.   1 2 3 4 5 N/A

5. The workshop activities stimulated my learning.   1 2 3 4 5 N/A

6. The activities in this workshop gave me sufficient practice and feedback. 1 2 3 4 5 N/A

7. The difficulty level of this workshop was appropriate.   1 2 3 4 5 N/A

8. The pace of this workshop was appropriate.   1 2 3 4 5 N/A

WORKSHOP INSTRUCTOR (FACILITATOR) (Circle your response to each

item.)

9. The instructor was well prepared.   1 2 3 4 5 N/A

10. The instructor was helpful.   1 2 3 4 5 N/A

WORKSHOP RESULTS (Circle your response to each item.)

11. I accomplished the objectives of this workshop.   1 2 3 4 5 N/A

12. I will be able to use what I learned in this workshop.   1 2 3 4 5 N/A

SELF-PACED DELIVERY (Circle your response to each item.)

13. The workshop was a good way for me to learn this content.   1 2 3 4 5 N/A

14. How would you improve this workshop? (Check all that apply.)

___Provide better information before the workshop.

___Clarify the workshop objectives.

___Reduce the content covered in the workshop.

___Increase the content covered in the workshop.

___Update the content covered in the workshop.

___Improve the instructional methods.

___Make workshop activities more stimulating.

___Improve workshop organization.

___Make the workshop less difficult.

___Make the workshop more difficult.

___Slow down the pace of the workshop.

___Speed up the pace of the workshop.

___Allot more time for the workshop.

___Shorten the time for the workshop.

___Improve the tests used in the workshop.

___Add more video to the workshop.

15. What other improvements would you recommend in this workshop?

16. What is least valuable about this workshop?

17. What is most valuable about this workshop?

Questionnaire # 2

CREATING A SUCCESSFUL INCLUSIVE CLASSROOM
ORGANIZATIONAL SUPPORT AND CHANGE

Workshop Name: _____

Training Location: _____

Participant Name: _____

Date: _____

Job Title: _____

Years in present position? <1 1–3 3–5 5+

Instructions: Use the following scale for all items Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

1.	I am encouraged by my administrators to attend conferences/workshops on teaching students with special needs.	SD	D	A	SA
2.	My colleagues are willing to help me with issues which may arise when I have students with an IEP in my classroom.	SD	D	A	SA
3.	My colleagues are approachable when I ask for their advice when I teach students with special needs.	SD	D	A	SA
4.	I can approach my administrators with concerns hold regarding teaching students who have special needs.	SD	D	A	SA
5.	I feel supported by my administrators when faced with challenges presented by students with behavioral difficulties in my classroom.	SD	D	A	SA
6.	I am provided with sufficient in-service training through my school district which allows me the ability to teach students with an IEP.	SD	D	A	SA
7.	My administrators provide me with sufficient support when I have students with an IEP in my classroom.	SD	D	A	SA
8.	I am provided with enough time in order to attend conferences/workshops on teaching students with special needs.	SD	D	A	SA
9.	I can approach my colleagues for assistance when needed if I have students with special needs in my classroom.	SD	D	A	SA
10.	I am provided with sufficient materials in order to be able to make appropriate accommodations for students with special needs.	SD	D	A	SA
11.	I feel supported by my administrators when faced with	SD	D	A	SA

	challenges presented by students with learning difficulties in my classroom.				
12.	I am provided with monetary support in order to attend conferences/workshops on teaching students with special needs.	SD	D	A	SA
13.	I feel comfortable in approaching my colleagues for help when I teach students with special needs.	SD	D	A	SA

Questionnaire #3

CREATING A SUCCESSFUL INCLUSIVE CLASSROOM
USE OF KNOWLEDGE AND SKILLS

Workshop Name: _____

Training Location: _____

Participant Name: _____

Date: _____

Job Title: _____

Years in present position? <1 1–3 3–5 5+

INSTRUCTIONS

Please circle your response to the items. Rate aspects of the workshop on a 1 to 5 scale:

1 = "Strongly disagree," or the lowest, most negative impression

3 = "Neither agree nor disagree," or an adequate impression

5 = "strongly agree," or the highest, most positive impression

Choose N/A if the item is not appropriate or not applicable to this workshop.

1. I am comfortable and confident in the inclusive classroom environment. 1 2 3 4 5 N/A

2. I incorporate inclusive education strategies daily. 1 2 3 4 5 N/A

3. We develop and modify lesson plans to accommodate each student. 1 2 3 4 5 N/A

4. There is team collaboration for my students with special needs. 1 2 3 4 5 N/A

5. My team takes the time to develop effective teaching plans. 1 2 3 4 5 N/A

6. Our team meets on a regular basis to discuss progress in the classroom. 1 2 3 4 5 N/A

7. All of our students are engaged in the classroom. 1 2 3 4 5 N/A

8. All of my students are making progress in the inclusive environment.   1 2 3 4 5 N/A

9. The inclusive classroom environment is conducive to learning.   1 2 3 4 5 N/A

10. I am discovering new strategies to improve my inclusive classroom.   1 2 3 4 5 N/A

Questionnaire #4

CREATING A SUCCESSFUL INCLUSIVE CLASSROOM
STUDENT LEARNING OUTCOMES

Workshop Name: _____

Training Location: _____

Participant Name: _____

Date: _____

Job Title: _____

Years in present position? <1 1–3 3–5 5+

Instructions: The school year is drawing to a close and we would like to know how the skills you acquired in the Creating a Successful Inclusive Classroom seminar has helped your students. We are asking you to answer the following questions in essay form.

1. After learning about how to teach in an inclusive classroom, how did your skills impact your students?

2. How did it affect student performance or achievement?

3. Did your inclusive classroom environment influence your students' physical or emotional well-being? If so how?

4. Are students becoming more confident as learners?

5. Is student attendance improving?

Appendix B: Power Analysis
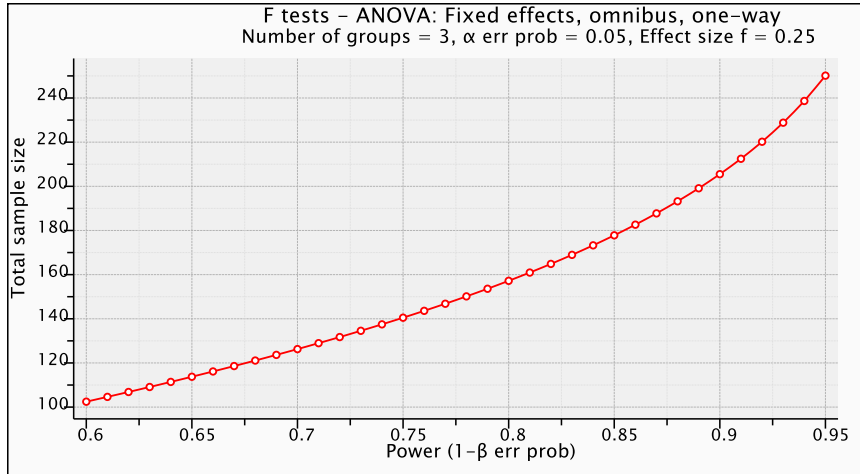
F tests - ANOVA: Fixed effects, omnibus, one-way
Analysis: A priori: Compute required sample size
Input: Effect size f = 0.25
             α err prob   = 0.05
             Power (1-β err prob)   = .80
             Number of groups   = 3
Output: Noncentrality parameter λ = 9.9375000
             Critical F = 3.0540042
             Numerator df = 2
             Denominator df = 156
             Total sample size   = 159
        Actual power =   0.8048873

Appendix C: Instrumentation

Scale of Teachers' Attitudes Toward Inclusive Classrooms (STATIC)

1   What year did you obtain your teacher certification? _____

2   Have you ever cotaught or are you currently coteaching?

    a. No

    b. Yes

3   Did you participate in an inclusive classroom workshop?

    a.   No

    b.   Yes

4   What is your ethnicity?

    a.   African American

    b.   Caucasian

    c.   Hispanic

5   Which response best identifies the years of experience you have including

students with disabilities in your classroom?

    a.   0–1 years

    b.   2–5 years

    c.   6 or more years

6   Which best describes the amount of pre-service course work you completed that

    focused on including students with special needs into the general education

    classroom?

			5 or more
0 courses	1–2 courses	3–4 courses	courses

7   Which best describes the amount of professional development workshops you

    completed that focused on including students with special needs into the general

    education classroom.

			5or more
0	1–2	3–4	courses

8   I am confident in my ability to teach children with special needs.

0	1	2	3	4	5
		Not sure, but			
Strongly		tend to	Not sure, but		Strongly
Disagree	Disagree	disagree	tend to agree	Agree	Agree

9   I have been adequately trained to meet the needs of children with disabilities.

0	1	2	3	4	5
		Not sure, but			
Strongly		tend to	Not sure, but		Strongly
Disagree	Disagree	disagree	tend to agree	Agree	Agree

10 I become easily frustrated when teaching students with special needs.

0	1	2	3	4	5
		Not sure, but			
Strongly		tend to	Not sure, but		Strongly
Disagree	Disagree	disagree	tend to agree	Agree	Agree

11 I become anxious when I learn that a student with special needs will be in my

classroom.

0	1	2	3	4	5
Strongly Disagree	Disagree	Not sure, but tend to disagree	Not sure, but tend to agree	Agree	Strongly Agree

12 Although children differ intellectually, physically, and psychologically, I believe

that all children can learn in most environments.

0	1	2	3	4	5
Strongly Disagree	Disagree	Not sure, but tend to disagree	Not sure, but tend to agree	Agree	Strongly Agree

13   I believe that academic progress is possible in children with special needs.

0	1	2	3	4	5
Strongly Disagree	Disagree	Not sure, but tend to disagree	Not sure, but tend to agree	Agree	Strongly Agree

14 I believe that children with special needs should be place in special education

classes.

0	1	2	3	4	5
Strongly Disagree	Disagree	Not sure, but tend to disagree	Not sure, but tend to agree	Agree	Strongly Agree

15 I am comfortable teaching a child that is moderately physically disabled.

0	1	2	3	4	5
Strongly Disagree	Disagree	Not sure, but tend to disagree	Not sure, but tend to agree	Agree	Strongly Agree

16 I have problems teaching a student with cognitive deficits.

0	1	2	3	4	5
Strongly Disagree	Disagree	Not sure, but tend to disagree	Not sure, but tend to agree	Agree	Strongly Agree

17 I can adequately handle students with mild to moderate behavioral problems.

0	1	2	3	4	5
Strongly Disagree	Disagree	Not sure, but tend to disagree	Not sure, but tend to agree	Agree	Strongly Agree

18 Students with special needs learn social skills that are modeled by regular

education students.

0	1	2	3	4	5
Strongly Disagree	Disagree	Not sure, but tend to disagree	Not sure, but tend to agree	Agree	Strongly Agree

19   Students with special needs have higher academic achievements when included

in the regular education classroom.

0	1	2	3	4	5
Strongly Disagree	Disagree	Not sure, but tend to disagree	Not sure, but tend to agree	Agree	Strongly Agree

20 It is difficult for children with special needs to make strides in academic

achievement in the regular education classroom.

0	1	2	3	4	5
Strongly Disagree	Disagree	Not sure, but tend to disagree	Not sure, but tend to agree	Agree	Strongly Agree

21 Self-esteem of children with special needs is increased when included in the

regular education classroom.

0	1	2	3	4	5
		Not sure, but tend to	Not sure, but		Strongly
Strongly Disagree	Disagree	disagree	tend to agree	Agree	Agree

22 Students with special needs in the regular education classroom hinder the

academic progress of the regular education student.

0	1	2	3	4	5
		Not sure, but tend to	Not sure, but		Strongly
Strongly Disagree	Disagree	disagree	tend to agree	Agree	Agree

23   Special in-service training in teaching special needs students should be required

for all regular education teachers.

0	1	2	3	4	5
		Not sure, but tend to	Not sure, but		Strongly
Strongly Disagree	Disagree	disagree	tend to agree	Agree	Agree

24 I don't mind making special physical arrangements in my room to meet the needs

of students with special needs.

0	1	2	3	4	5
		Not sure, but tend to	Not sure, but		Strongly
Strongly Disagree	Disagree	disagree	tend to agree	Agree	Agree

25 Adaptive materials and equipment are easily acquired for meeting the needs of

students with special needs.

0	1	2	3	4	5
		Not sure, but			
Strongly		tend to	Not sure, but		Strongly
Disagree	Disagree	disagree	tend to agree	Agree	Agree

26 My principal is supportive in making needed accommodations for teaching

children with special needs.

0	1	2	3	4	5
		Not sure, but			
Strongly		tend to	Not sure, but		Strongly
Disagree	Disagree	disagree	tend to agree	Agree	Agree

27 Students with special needs should be included in regular education classrooms.

0	1	2	3	4	5
		Not sure, but			
Strongly		tend to	Not sure, but		Strongly
Disagree	Disagree	disagree	tend to agree	Agree	Agree

Appendix D: Permission Letter

Dear Ms. Chatman,
Thank you for your interest in the STATIC instrument. I am overwhelmed at the interest it generated after having created it. It has been used in scores of studies, in more than 18 countries and translated into at least seven languages.
I have included a link to a copy of the STATIC instrument, scoring information, and a summary of the development of the instrument. I am happy to grant permission for you to use the STATIC in your dissertation study. I wish you the very best with your research and honored to be a small part of it.
Sincerely,
H. Keith Cochran, Ph.D
XXXXXXXXXSent from Yahoo! Mail on Android

From: Patricia Chatman XXXXXXXX
To: XXXXXXXX
Subject: Instrument
Sent: Wed, Jun 26, 2013 2:43:21 PM

Dear Dr. Cochran,

I t was a pleasure speaking with you this morning. My name is Patricia Chatman and I am a student at Walden University. I am currently working on my dissertation for a doctorate in education. My study is "Teacher Attitudes and Perceptions of the Effectiveness of Inclusive Classrooms." As I searched for instruments to use for my study I came across your instrument and it seemed to work perfectly. Therefore, I am emailing you to get permission to utilize your instrument. Thank you for your consideration in this matter. Please contact me with any questions or concerns.

Sincerely,
Patricia Chatman
XXXXXXXX

Appendix E: Post-hoc Analysis

Multiple Comparisons of Attitudes Toward Inclusive Classroom using Tukey HSD

(I) Professional Development Workshops	(J) Professional Development Workshops	Mean Difference (I-J)	Std. Error	Sig. (*p*)	95% C.I.	
					Lower Bound	Upper Bound
No workshops	1–2 workshops	-0.437	0.230	0.236	-1.041	0.167
	3–4 workshops	-0.687	0.235	0.024*	-1.305	-0.068
	5 or more workshops	-1.312	0.289	< .001**	-2.072	-0.551
1–2 workshops	No workshops	0.437	0.230	0.236	-0.167	1.041
	3–4 workshops	-0.250	0.203	0.608	-0.783	0.283
	5 or more workshops	-0.875	0.263	0.008*	-1.568	-0.182
3–4 workshops	No workshops	0.687	0.235	0.024*	0.068	1.305
	1–2 workshops	0.250	0.203	0.608	-0.283	0.783
	5 or more workshops	-0.625	0.268	0.101	-1.331	0.081
5 or more workshops	No workshops	1.312	0.289	< .001**	0.551	2.072
	1–2 workshops	0.875	0.263	0.008*	0.182	1.568
	3–4 workshops	0.625	0.268	0.101	-0.081	1.331

Note. * The mean difference is significant at the .05 level.
    ** The mean difference is significant at the .001 level.