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A Reflective Approach To Building An Inclusive Classroom And School Community For Students In Special Education

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A REFLECTIVE APPROACH TO BUILDING AN INCLUSIVE CLASSROOM AND
SCHOOL COMMUNITY FOR STUDENTS IN SPECIAL EDUCATION

by

Yama Moua

A capstone project submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Teaching.

Hamline University

Saint Paul, MN

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Project Overview

The purpose of this capstone project is to design a reflective professional workshop training to help educators identify their professional strengths and weaknesses, identify areas of improvement, reflect and review their current approach to teaching and learning in an inclusive school system. The research question I developed for this project is: *What approach can educators use in public schools to build an inclusive classroom and school community for students in special education?* This workshop is intended for licensure and non-licensure staff (such as paraprofessionals, social worker, occupational therapist) who work with students in a school environment. The content of the workshop is presented in the form of a Google Slide, which will allow for easy sharing with the audience and allow the use of other technical tools such as text, images and videos to enhance the presentation. The duration of this workshop will run for one hour in a half to two hours. Participants will be provided with a paper copy of the presentation slides as well as a link to any of the documents used in the workshop.

The presentation has two parts. The first part is an introduction to special education and inclusion, highlighting information such as a brief history of inclusion, laws, challenges and benefits of inclusion. The second part will inform and discuss transformative learning as the principle for the workshop, followed by three reflective discussion and on-going reflective assignments. This portion of the presentation will focus on helping individuals reflect on their current teaching approach and introduce the practice of self video recording (from an iPad, mobile phone or camera) to supplement in assessing participant's current practices towards inclusive learning. Participants will share their reflection of the video and self-reflection questionnaire in professional learning communities (PLC). Near the end of the school year, an

evaluation of the entire workshop will be emailed out to all participants to share and evaluate their individual experiences and planning for the future.

Jack Mezirow's Transformative Learning Theory of adult learning and two video clips on using video recording in the classroom from the Center for Education Policy Research (CEPR) at Harvard are the major resources that were used to guide the structure and assignments for this project. Transformative Learning Theory explains how an individual makes meaning of their life experiences through their values, opinions, awareness and understanding of their own bias, perception and assumptions of the world, which Mezirow calls it one's *frame of reference* (Mezirow & Associates, 2000). Critical reflection is an important step in the theory as it is the process of the individual purposely reflecting on a particular experience to develop new meanings and to make sense of their current beliefs (Howie & Bagnall, 2013).

The ultimate end goal of this project is to foster a school-wide culture of on-going professional reflection, growth and discourse. Through this reflective professional workshop training, educators can intentionally move toward having more awareness of their professional strengths, weaknesses, areas of improvement and take action to make gradual changes.

Project Materials:

- [Project Presentation](#)
- [KWL Chart](#)
- [Acronyms Used in Special Education](#)
- [13 Categories of Disabilities](#)
- [Self-Reflection Handout](#)
- [Classroom Scenarios with Special Education Students](#)
- [Student Media Release Form](#)
- [Workshop Evaluation 1](#)
 - [Workshop Evaluation 1 Handout](#)
- [Workshop Evaluation 2](#)
 - [Workshop Evaluation 2 Handout](#)

Workshop Presentation



A Reflective Approach to Building An Inclusive Classroom and School Community for Students in Special Education

By Yama Moua
2019

Hello and thank you for participating with me in this workshop about reflective approach to building an inclusive classroom and school community for students in special education.

Workshop Agenda

Goal:

- Introduce and discuss what we understand about inclusion and special education.
- Introduce reflective approach through Transformative Learning Theory.
- KWL Chart on inclusion and special education
- Inclusion & Special Education Presentation
- Break Time
- Professional Training Through Transformative Learning
- Coming Up for Next Time
- Evaluation

In this workshop, our goal is to:

- Introduce and discuss what we understand about inclusion and special education
- Introduce professional development through Transformative Learning Theory
- And lastly, develop a professional, reflective and individualize plan toward reflective practices


To accomplish our goals, we will use the KWL chart to help us think and take note about what we will share and learn about inclusion and special education.

In this workshop, I will also briefly go over key ideas about inclusive education and special education. Afterwards, we will move into looking at different examples of classrooms with special education students. We will use these examples to discuss and share how we would respond to the situation. Then we will move into discussing about how we can incorporate transformative learning theory through the use of classroom self-video recording and self-reflective questionnaires as strategies to approach reflective practices in the workplace.

At the end of this workshop, a half sheet evaluation paper will be hand out to each person or table to fill. Any feedback that you are able to provide will be greatly appreciated.

KWL Chart

KWL Chart		
What I <u>Know</u>	What I'm <u>wondering</u>	What I have <u>learned</u>



*Pass out KWL handout to each participants. Let participant know that they will use this to guide their thinking and help them take notes.

At your table or with a neighbor, discuss...

What does inclusive education
mean to you?

*Ask this question a loud and invite participants to use the KWL chart to help them take note of their thinking.

*Invite a 4-5 individuals to share what they discussed at their table or with a neighbor.

At your table or with a neighbor, discuss...

- What do you know about special education?
- What do you wish to you know more of?

*Ask these questions a loud and invite participants to use the KWL chart to help them take note of their thinking.

*Invite a 4-5 individuals to share what they discussed at their table or with a neighbor.

Before and Now

- **Before...**
 - Around mid-eighteenth century, students with disabilities were ignore and separated from attending the same school environment as non-disabled students
 - A report in the 1970s showed that over one million children with a disability were completely separated from public schools and 3.5 million did not receive appropriate services (Dudley-Marling & Burns).
 - Students who were cognitively and physically disabled did not have an opportunity to attend school (Hossain, 2012).
- **Now...**
 - Students with a disability have more opportunities to be in the same classroom as a non-disabled student.
 - Many federal laws in the USA was established to ensure that children with special needs were protected of their rights for a free, appropriate public education.
 - Special services and programs were created to support inclusion of students with disabilities.



What is inclusive education?

- Inclusive education has many interpretation depending on its source.
- The philosophy of inclusive education for this presentation is:
 - To include all students, no matter their disability or background, access to a free and appropriate public school environment that allows **all** students with meaningful learning experiences in the general classroom space (Hossain, 2012).
 - This considers students with a disability to have most or all learning experiences with non-disabled students.
- Inclusive education has 2 features:
 - academic inclusion - considers modifying the students learning environment (also known as least restrictive environment) to best support their right and ability to learn so they can be part of the classroom (Dudley-Marling & Burns, 2014).
 - social inclusion - considers opportunities for all students to engage in positive interactions and activities with students of the same age (Dare & Nowicki, 2018).

Inclusive education has many different meanings depending on the source. For this presentation and in this workshop, inclusive education means “to include all students, no matter their disability or background, a free, appropriate public education in the general education classroom space.

Inclusive education have two features: academic and social.

- Academic inclusion is thinking about how can we create the best learning environment that supports their needs and ability to learn. When we talk about the best environment for a student with special needs, we are talking about the least restrictive environment (or LRE for short), which we will come back to this later in the presentation.
- Social inclusion is thinking about how can we create opportunities for all students to engage in learning activities with their peers in a positive way that considers a students needs and disabilities.

Laws That Impacted Education

IDEA

Individuals with Disabilities Education Act

- is a federal law passed in the United States to ensure that all children with a disability is guaranteed special education support and an equal, appropriate opportunity to attend public education (Stair & Moore, 2010).
- This law governs how states public organization provides intervention, special education, and related services to eligible children with disabilities.

NCLB

No Child Left Behind Act (2001)

- A federal law that hold K-12 schools with high expectation and accountable for how students learn and achieve (Hossain, 2012).
- Penalized schools that did not show improvement:
 - This allowed state's to change school's leadership team or close a school.
 - Parents were allow to move their child to a different school

ESSA

Every Student Succeeds Act

- Signed by President Obama on December 10, 2015 and replaced the NCLB (Sites.ed.gov., 2018).
- The goal of ESSA is to make sure that public school provides appropriate and quality education for all children, while giving states more control and flexibility in how students learn and achieve (Sites.ed.gov., 2018).

These are the major federal laws that impacted education.

IDEA stands for Individuals with Disability Education Act. It is a federal law that was passed on November 29, 1975 to ensure that all children with a disability in the United States are guaranteed special education support and an equal opportunity to further their educational learning in the general education classroom. This law is important as it identifies what school districts in America must provide to ensure that children with special needs are given necessary services and support to learn.

NCLB stands for No Child Left Behind Act was a law signed by George W. Bush on January 8, 2002. It was a law to close the achievement gap while also keeping close accountability on schools. It was a law that required states to develop standardized assessments to test where students learning was at select grade levels. These test also impacted how much money schools received from the government. One of the big controversy about this law is that it penalized schools who did not score very high on the standardized tests. The penalty allowed states to change a schools leadership team or close down a school. Parents were given opportunities to move their child to a different school.

ESSA stands for Every Student Succeeds Act. It is the current law that replaced the NCLB. This law was signed by President Obama on December 10, 2015. It governs the United States K-12 public education policies. This is important as it currently allows states and school districts more control and flexibility in how they determine student achieve,while holding high expectations. It also sets new required

expectations for students with disabilities that they are required to take the same standardized test as non-disabled students. However, the law does allow for students with severe cognitive disabilities to take an alternate assessment test if it is needed. This also recognizes bullying and harassment in schools and requires that states develop and implement plans to combat and decrease the bullying incidents on school grounds.

What is Special Education?

- Special education is a free program provided by school districts to design specific instruction, identify students with special needs and provide them with specific services to participate in school.
- 13 categories of disabilities are identified by the Minnesota Department of Education to qualify students for special education.
- Special education covers students with disabilities between ages 3 to 21.
- To be eligible for state special education services, a student's disability must be at high risk that it impacts their overall academic performance in school.
 - Eligibility is verified by professional evaluations from student's doctor, school psychologists and social worker.

Special education is a program that is specifically created to identify students with special needs and provide them with specific services and instructions to participate in school.

In the state of Minnesota, 13 categories of disabilities are identified to qualify for special education services.

*pass out the list of 13 categories to participants and acronyms used often in special education

Special education services covers children with special needs from ages 3 to 21 years old. In order to receive special education services in school, a student is required to have professional evaluations completed from the student's doctor, school psychologists and social worker.

Appendix B: 13 Categories of Disabilities

ASD - Autism Spectrum Disorders
 BVI - Blind/Visually Impaired
 DB - Deaf/Blind
 DHH - Deaf/Hard of Hearing
 DCD - Developmental Cognitive Disabilities
 DD - Developmental Delay
 EBD - Emotional or Behavioral Disorders
 OHD - Other Health Disabilities, includes Attention Deficit/Hyperactivity Disorder (ADHD), ranging from mild to severe
 PI - Physically Impaired
 SLI - Speech Language Impairment
 SLD - Specific Learning Disability
 SMI - Severely Multiply Impaired
 TBI - Traumatic Brain Injury

Adapted from the Minnesota Department of Education

Appendix A: Acronyms Used in Special Education

ADA - Americans with Disabilities Act
 ASD - Autism Spectrum Disorders
 ADD - Attention Deficit Disorder
 ADHD - Attention Deficit Hyperactivity Disorder
 AYP - Adequate Yearly Progress
 DAPE - Developmental Adaptive Physical Education
 DCD - Developmental Cognitive Disabilities
 EBD - Emotional and Behavioral Disorders
 ESL - English as a Second Language
 EL - English Learner
 ELL - English Language Learner
 ESSA - Every Student Succeeds Act
 ESY - Extended School Year
 IDEA - Individuals with Disability Education Act
 IEP - Individualized Education Program
 IQ - Intelligence Quotient
 LRE - Least Restrictive Environment
 LD - Learning Disabilities
 NCLB - No Child Left Behind
 OT - Occupational Therapist or Therapy
 PCA - Personal Care Assistant
 PBIS - Positive Behavioral Interventions and Supports
 Section 504 - A federal law that protects any students with or without special education services, who have a physical or mental disability that limits one or more of their life activities.
 SPED - Special Education

Adapted from the Minnesota Department of Education

Individualized Education Programs (IEPs)

- is a document that defines and states the goals set for a child with a disability.
- 2 purpose of the IEP:
 - Set reasonable learning goals for the student.
 - State required services that the school district must provide for the student.
- IEPs team includes:
 - Parent of the student
 - Homeroom teacher of the student
 - Special education teacher
 - Other staff who provides support or services to the student
 - May include school social worker or therapist

The Individualized Education Program (or IEP) is a formal document that states and defines the goals for the child with a disability. This document serve two purpose. The first purpose is to set reasonable learning goals for the student. This may include instructional and behavioral goals. The second purpose is to state required special education services that the school district must provide for the student. This may include speech or occupational therapy; special education instruction minutes; paraprofessional support minutes and minutes for participating in general education class.

To create the IEP document, an IEP team is necessary. The IEP team includes the parent of the student, general education teacher, special education teacher, and other staff that supports the students - such as a school social worker or therapist

Least Restrictive Environment (LRE)

- A term that was not clearly define under the IDEA, but is use to require schools to identify what the least restrictive environment is for individual students with a disability.
- An IEP is required to determine what the least restrictive environment is for the student with disability.

The Least Restrictive Environment (or LRE) is a term that is use to refer to how schools will create and determine what the classroom environment will be for the specific student with special needs. The LRE may require that a school must provide some sort of learning aide or services to supplement the disabled student in the general education space so that it is as inclusive as possible for them to learn at their best ability.


Benefits of Inclusion

- School attendance for students with disabilities increased (Kirby, 2007)
- More opportunities for students with disabilities to experience different academic subject (Kirby, 2017).
- Higher reading, writing and math scores compared to students who are in self-contained classroom (Kirby, 2017).
- Studies found that non-disabled students academic did not change with the implementation of inclusion (Fisher, Roach & Frey, 2002).
- Studies found general education students developed more tolerant for individuals with disabilities and maintained positive attitudes (Fisher, Roach & Frey, 2002).

Inclusion has many benefits.

- Increase attendance in students with disabilities who learn in the same space are non-special needs students
- Students with special needs or disabilities have more opportunities to explore difference academic classes
- The reading, writing, and math score of students with special needs are higher compare to individuals who are in a contained classroom all day.
- Reports show that students who are not special need learn to be more tolerant for individuals with disabilities and maintain positive attitudes. Also, the academic outcome of these students do not change as a result of inclusion.

Challenges of Inclusion

- Teachers lack knowledge and training to properly support specific learning needs (Stair & Moore, 2010).
 - A study showed that 58.8 percent of teacher reported to have taken at least one course in a unit focus on special education,
 - 41.2 percent report to have taken a whole class on special education
 - Lack of support can lead to altering routines and put more priorities for students with higher needs (Ghere and York-Barr, 2007).
 - Different attitudes towards inclusion can impact the effect of inclusive practices (Ahmmed, Sharma & Deppeler, 2012).
- 

Although there are many benefits of inclusive education. There are also many challenges. Some of these challenges include:

- A Teachers inability to support students with special needs due to their lack of knowledge and training to properly provide specific learning needs to students with disabilities.
- Lack of classroom support is another factor that can hinder inclusion in the classroom. The lack of support can often lead the classroom teacher to alter classroom routines that may put more priorities for students with higher needs. As a result of this, students who need support are left unattended or unable to receive appropriate support.
- The attitude of educators who work with students can have a significant impact on the effect of inclusive practices.

At your table or with a neighbor, discuss...

- In your experiences, what are your challenges working with special needs students?

*Ask these questions a loud and invite participants to use the KWL chart to help them take note of their thinking.

*Invite a 4-5 individuals to share what they discussed at their table or with a neighbor.

Notes of Discussion inputs

-

*Take notes of participants inputs from slide 14

At your table or with a neighbor, discuss...

- What are your success working with special needs students?

*Ask these questions a loud and invite participants to use the KWL chart to help them take note of their thinking.

*Invite a 4-5 individuals to share what they discussed at their table or with a neighbor.

Notes of Discussion inputs


-

*Take notes of participants inputs from slide 16

Let's take a look at your KWL Chart.

KWL Chart

What I Know	What I'm wondering	What I have learned



*Invite a 4-5 individuals to share what they wrote on their KWL chart, focusing on what participants are wondering and what they have learned from this workshop so far.
*Let participants know that they do not need to turn in the sheet as it was a tool to help them take note and keep track of their learning throughout this workshop process.

Questions & Concerns?

Invite participants to ask questions or address concerns relating to topics discussed in the workshop.

Summary

- Inclusive education is a philosophy and a progressive direction in education to include all students in a free and appropriate education.
- Special education is a program that addresses the individual needs of students with disability. Within this program, the IEP and LRE are address to further support specific measures to allow the student to achieve academic goals in general education setting.
- IDEA, ESSA, and NCLB are federal laws implemented in the United States to address student achievement, measure of inclusion and accountability.
- Inclusion presents challenges and benefits in the classrooms that impacts the school, teachers and students school experience.
- Used scenarios with special education to discuss about various approach and challenges.
- Shared and reflect on current understanding of inclusion and special education; success and challenges; addresses questions and concerns.

Break Time!



Professional Development Through Transformative Learning Theory

By Yama Moua
2019

As we have learned and shared in the previous presentation, inclusive education has many benefits but also many challenges. One of the challenges that was address was a lack in teacher training or professional development for working with students with special needs.

It is important to note that what I present today is not the only solution to building reflective practices but it is what we can do collaboratively and independently towards creating a more inclusive learning space for all students, paying attention to students with special needs - who may sometime be one of our most challenging students in the class.

Goal

- What is Transformative Learning Theory?
- Putting Transformative Learning into practice in the workspace.
- Reflect and develop a goal for the school year.

Moving forward, in this workshop, we will go over what transformative learning theory is and how to put this into practice in the workspace. Following this presentation, we will spend some time in small groups to reflect and develop a professional goal that each of you can attempt to use for the school year. Bi-monthly emails will be sent out to check in on your progress.

What is Transformative Learning Theory

- Transformative Learning Theory, is an adult learning theory developed by Jack Mezirow.
- Transformative learning theory focuses on the notion that people develop their own understanding and perception of the world through their experiences (Christie, Carey, Robertson, & Grainger, 2015).
- For transformative learning to occur, people must experience something new; ask questions about their new experiences that leads them to critically self-reflect; process the reflection through discussions with others to gain new ideas and insights; then, apply their new findings through action (Cranton & King, 2003).

Transformative learning theory is an adult learning theory developed by Jack Mezirow. It explains that people make sense of the world through their own experiences, perceptions, and values. For learning to occur, people must experience a new experience, ask questions that leads to critically reflect on that experience, process the experience through talking about it with others, then apply new learnings through action. Through all this, it will lead individuals to understand themselves better and lead them to evaluate how their thoughts and decisions can impact others.

Transformative Learning Theory

- Transformative learning can occur in four ways (Mezirow & Associates, 2000):
 - Elaborate one's *frame of reference*
 - Learning new beliefs and perspectives
 - Transform one's point of view
 - Transform one's habits of minds




Transformative Learning Theory

- Frame of reference:
 - How individuals make sense and find meaning in their life experiences through their values, opinions, awareness and understanding of their own bias, perception and assumptions of the work (Mezirow & Associates, 2000).
- Habits of minds:
 - An individual's tendency to approach positively or negatively towards the unknown, which later develops into one's point of view (Mezirow & Associates, 2000).
- Point of view:
 - a specific experience that shapes how you determine what and how experiences have a cause and effect relationship (Mezirow & Associates, 2000).

Transformative Learning Theory

Four phase of transformative learning:

1. Experience a disorienting dilemma - a person's experiences no longer match their current perception of the world (Howie & Bagnall, 2013).
 2. Critical reflection - A process of purposely reflecting on a particular experience to develop new meanings and make sense of current beliefs (Howie & Bagnall, 2013).
3 types of critical reflection (Cranton & King, 2003):
 - Content reflection Process reflection
 - Premise reflection
 3. Reflective Discourse & Analysis
 4. Take action
- 

There are four phase of transformative learning:

1. Experience a disorienting dilemma - a person's experiences no longer match their current perception of the world (Howie & Bagnall, 2013).
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 - Content reflection - think and reflect on new experiences
 - Process reflection - individuals determines what they will do to the new experiences
 - Premise reflection - compare and contrast the new experiences to current beliefs, values, and opinions.
3. Reflective Discourse & Analysis - engage in dialogue with others to reflect and gain new understanding
4. Take action - may be gradual or immediate

Transformative Learning Theory




Figure One: The Transformational Learning Process (Sharpe, 2015a,b)

Image retrieved from Sharpe, J. (2016). Understanding and unlocking transformative learning as a method for enabling behaviour change for adaptation and resilience to disaster threats. International Journal of Disaster Risk Reduction. Retrieved from https://www.kcl.ac.uk/spp/department/geography/ies/research/ies/research_domains/contested_development/development_ii/process_model/contemporary_transformative_learning.pdf


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 - Content reflection - think and reflect on new experiences
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 - Premise reflection - compare and contrast the new experiences to current beliefs, values, and opinions.
3. Reflective Discourse & Analysis - engage in dialogue with others to reflect and gain new understanding
4. Take action - may be gradual or immediate

Why practice transformative learning in the workspace?

- Transformative learning can help us develop an awareness about our own assumptions and beliefs.
 - Identify barriers.
 - Challenge our current thinking.
 - Encourage us to ask questions and engage in reflective conversations.
 - Take action.
- 

The following scenarios are examples of special education and inclusion classrooms in modern time. Looking at each scenarios, what solutions can we suggest to each teacher. Please discuss each scenario at your table.



Scenarios with Special Education in Modern Classroom

Scenario 1

Ms. L has 3 students with IEPs (Individualized Education Programs) in her second grade class. One student is down syndrome with speech delayed. The student receives one weekly 20 minute speech therapy, 45 minutes music therapy and 45 minutes adaptive physical education. The two other students have special needs that include a learning skills deficiencies and not being able to read and do math at grade level.

What advice would you suggest to this teacher? Challenges?



Scenarios with Special Education in Modern Classroom

Scenario 2

Mr. H is a math teacher at a public school high school with 2000 students. Each of his math classes have a range of 30 to 35 students for five periods of the day. Off task behaviors have become a routine that disrupt the learning in most of his class of students with special needs. One of his class periods has three students with autism with two paraprofessional who supports them during the class session. However, one paraprofessional leaves the class after 30 minutes to support a different student in another classroom while the other paraprofessional remains in Mr. H's classroom until the end of the class period.

What advice would you suggest to this teacher? Challenges?



Scenarios with Special Education in Modern Classroom

Scenario 3

Mrs. W teaches elementary art class in a public school that has 80 percent student who receives free or reduced lunch. She teaches 5 art classes in a day. Each class has approximately 28 to 30 students. Three out of the four classes she teaches have special needs students. In one class there are two students with autism and another student who is known to have unpredictable seizures with one-on-one paraprofessional support. In a different class there is one student with a diagnosed Attention Deficiency Disorder. In another class, one student is identified to have Emotional Behavioral Disorder and another student with a speech disorder.

What advice would you suggest to this teacher? Challenges?



Reflective & Meaningful Professional Development Learning

- Professional development tends to be more communicative than instrumental (Cranton & King, 2003).
- Meaningful professional training should focus on helping individual's question and reflect on their own practices (Cranton & King, 2003).
- Reflective practices requires (Pandey, 2012):
 - Open-mindedness - ability and need to listen
 - Responsibility - thinking about how one's' action and decision can impact others
 - Wholeheartedness - overcome doubts & fears; critically assess their own practice, make change and be active in problem solving

Professional development tends to be more about talking than doing something about it. Meaningful professional training can occur when it is focus on developing activities that helps individuals question and reflect about themselves and their practices. To transform one's practices and be reflective, it requires the person to have three characteristics: open-mindedness, responsibility, and wholeheartedness.

At your table...

Fill out self-reflective handout then share what you wrote with others at your table or with a neighbor.




Self-Reflection

- August Self-Reflection
- Name: _____ Date: _____
1. What do you consider are your strengths?
 2. What do you consider are your weaknesses?
 3. What do you enjoy most about working in a school?
 4. What do you enjoy the least about working in a school?
 5. What is one area you feel you need to improve?
 6. What actions do you think you will need to take to improve this area?



Self-Reflection


<p style="text-align: center;">August Self-Reflection</p> <p style="text-align: center;">1 of 3</p> <p>Name _____ Date _____</p> <ol style="list-style-type: none">1. What do you consider are your strengths? 2. What do you consider are your weaknesses? 3. What do you enjoy most about working in a school? 4. What do you enjoy the least about working in a school? 5. What is one area you feel you need to improve? 6. What actions do you think you will need to take to improve this area?	<p style="text-align: center;">January Self-Reflection</p> <p style="text-align: center;">2 of 3</p> <p>Name _____ Date _____</p> <ol style="list-style-type: none">1. How do you feel about your school experience so far in the year? 2. What do you think is working well with your students? 3. What is one challenge you are struggling with? 4. What is your goal? 5. What actions will you need to take to reach that goal?	
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Self-Reflection

<p style="text-align: center;">August Self-Reflection</p> <p style="text-align: center;">1 of 3</p> <p>Name _____ Date _____</p> <ol style="list-style-type: none">1. What do you consider are your strengths? 2. What do you consider are your weaknesses? 3. What do you enjoy most about working in a school? 4. What do you enjoy the least about working in a school? 5. What is one area you feel you need to improve? 6. What actions do you think you will need to take to improve this area?	<p style="text-align: center;">January Self-Reflection</p> <p style="text-align: center;">2 of 3</p> <p>Name _____ Date _____</p> <ol style="list-style-type: none">1. How do you feel about your school experience so far in the year? 2. What do you think is working well with your students? 3. What is one challenge you are struggling with? 4. What is your goal? 5. What actions will you need to take to reach that goal?	<p style="text-align: center;">June Self-Reflection</p> <p style="text-align: center;">3 of 3</p> <p>Name _____ Date _____</p> <ol style="list-style-type: none">1. What was your highest moment this year? 2. What was your lowest moment this year? 3. What is something you were able to accomplish this year? 4. Which student or colleague had a significant impact on your school experience this year? 5. What is one thing you learn about yourself? 6. What do you plan to do next year?
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What is Video Recording and Self-Reflection?

- The process of using technology tools (e.g. iPad, camera recorder, mobile phone camera, etc.) to record classroom lessons and instructions.
 - Educators will use video to professionally observe one's current practices and self-reflect for improvement.
 - Videos is use for only improving teaching and learning practices.
- 

Why use Video Recording and Self-Reflection?

- Foster a culture of professional growth and collaboration through reflective discourse.
 - Strengthens feedback by having a record of one's practices.
 - Video recording can allow for educators to assess their own practices and approach to learning.
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Tamer, M. (2014, October 31). The Value of Self Reflection. Retrieved July 15, 2019, from <https://www.gse.harvard.edu/news/uk/14/10/value-self-reflection>

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Process of Video Recording and Self-Reflection

- Distribute and collect media release form from students.
- 2 classroom video:
 - Record video 1 in December/January. Use January self-reflection sheet to reflect on video. Share experiences during PLC.
 - Record video 2 in April/May. Use June self-reflection sheet to reflect on video. Share experiences during PLC.

Video Recording and Self-Reflection

*Use self-reflection
handout to guide
thinking on the
video.



YouTube, Harvard Education. (2014). "A Better Instructor." Retrieved from [youtube.com/watch?v=BUFdUA9A6mY](https://www.youtube.com/watch?v=BUFdUA9A6mY)

Video Recording and Self-Reflection

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Video Recording and Self-Reflection


What are concerns or
questions you have regarding
the use of video recording in
the classroom?

Coming Up For Next Time

- January and May reflection handout will be put in your school mailbox to check in on your classroom experience so far in the year.
 - Decide a date in December or January to record your practices working with students.
 - Please share reflective response during your PLC team meetings.
- 

Evaluation

- Please fill out the half sheet evaluation
 - Or, click here to complete it online → [Evaluation 1](#)

 - [Evaluation 2](#) will be emailed in early May
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KWL Chart

What I <u>Know</u>	What I'm <u>wondering</u>	What I have <u>learned</u>

Acronyms Used in Special Education

ADA – Americans with Disabilities Act

ASD – Autism Spectrum Disorders

ADD - Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

AYP – Adequate Yearly Progress

DAPE – Developmental Adaptive Physical Education

DCD – Developmental Cognitive Disabilities

EBD – Emotional and Behavioral Disorders

ESL – English as a Second Language

EL – English Learner

ELL – English Language Learner

ESSA – Every Students Succeeds Act

ESY – Extended School Year

IDEA – Individuals with Disability Education Act

IEP – Individualized Education Program

IQ – Intelligence Quotient

LRE – Least Restrictive Environment

LD – Learning Disabilities

NCLB – No Child Left Behind

OT – Occupational Therapist or Therapy

PCA – Personal Care Assistant

PBIS – Positive Behavioral Interventions and Supports

Section 504 – A federal law that protects any students with or without special education service, who have a physical or mental disability that limits one or more of their life activities.

SPED – Special Education

Retrieved from the Minnesota Department of Education

13 Categories of Disabilities

ASD – Autism Spectrum Disorders

BVI – Blind/Visually Impaired

DB – Deaf-Blind

DHH – Deaf/Hard of Hearing

DCD – Developmental Cognitive Disabilities

DD – Developmental Delay

EBD – Emotional or Behavioral Disorders

OHD – Other Health Disabilities, includes Attention Deficit/Hyperactivity Disorder (AD/HD), ranging from mild to severe

PI – Physically Impaired

SLI – Speech Language Impairment

SLD – Specific Learning Disability

SMI – Severely Multiply Impaired

TBI – Traumatic Brain Injury

August Self-Reflection

Name _____ Date _____

1. What do you consider are your strengths?
2. What do you consider are your weaknesses?
3. What do you enjoy most about working in a school?
4. What do you enjoy the least about working in a school?
5. What is one area you feel you need to improve?
6. What actions do you think you will need to take to improve this area?

January Self-Reflection

Name _____ Date _____

1. How do you feel about your school experiences so far in the year?

2. What do you think is working well with your students?

3. What is one challenge you are struggling with?

4. What is your goal?

5. What actions will you need to take to reach that goal?

The following scenarios are examples of special education and inclusion classrooms in modern times. What solutions would you suggest to each teacher and why. Identify challenges.

Scenario 1

Ms. L has 3 students with IEPs (Individualized Education Programs) in her second grade class. One student is down syndrome with speech delayed. The student receives one weekly 20 minute speech therapy, 45 minutes music therapy and 45 minutes adaptive physical education. The two other students have special needs that include a learning skills deficiencies and not being able to read and do math at grade level.

Scenario 2

Mr. H is a math teacher at a public school high school with 2000 students. Each of his math classes have a range of 30 to 35 students for five periods of the day. Off task behaviors have become a routine that disrupt the learning in most of his class of students with special needs. One of his class periods has three students with autism with two paraprofessional who supports them during the class session. However, one paraprofessional leaves the class after 30 minutes to support a different student in another classroom while the other paraprofessional remains in Mr. H's classroom until the end of the class period.

Scenario 3

Mrs. W teaches elementary art class in a public school that has 80 percent student who receives free or reduced lunch. She teaches 5 art classes in a day. Each class has approximately 28 to 30 students. Three out of the four classes she teaches have special needs students. In one class there are two students with autism and another student who is known to have unpredictable seizures with one-on-one paraprofessional support. In a different class there is one student with a diagnosed Attention Deficiency Disorder. In another class, one student is identified to have Emotional Behavioral Disorder and another student with a speech disorder.

**Teacher/Staff Assessment
Student Media Release Form**

I, __[Parent/Guardian]__, give permission to __[school name]__, to film, photograph, voice recorded, and/or interview my child, __[student name]__ for the __[school year]__ school year. I understand that my child's full name, address and biographical information will not be released to the public. I understand the media and my child's work will only be used to assess the teacher's/staff's performance as an educator, not my child's performance. I understand the media will be deleted or destroyed when it is no longer needed for the teacher/staff assessment.

I understand that the action of this release are legally binding. Please check one:

- Yes, I give permission.
- No, I do not give permission.

Student's Name: _____

Student's Grade: _____

Print Name of Parent/Guardian: _____

Parent/Guardian Signature: _____ Date: _____

Workshop Training Evaluation 1

1. What prompted you to attend this workshop?

2. What is one or two new things you found helpful from this workshop?

3. What is a topic relating to inclusion and special education that you would like to learn more of?

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Workshop Training Evaluation 2

1. What did you learn about yourself as an educator through this workshop experience?

2. What do you still want to know? What questions do you still have?

3. What suggestions would you give to improve this workshop experience?

Workshop Training Evaluation 2

1. What did you learn about yourself as an educator through this workshop experience?

2. What do you still want to know? What questions do you still have?

3. What suggestions would you give to improve this workshop experience?

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