

Walden University

College of Education and Human Sciences

This is to certify that the doctoral study by

Janell T. Lewis

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Cathryn Walker, Committee Chairperson, Education Faculty

Dr. Ella Benson, Committee Member, Education Faculty

Chief Academic Officer and Provost

Sue Subocz, Ph.D.

Walden University

2023

Abstract

Experienced Elementary General Educators' Professional Development Perspectives

Regarding Inclusion of Students with Disabilities

by

Janell T. Lewis

MA, Bowie State University, 2009

BS, Virginia Commonwealth University, 1995

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2023

Abstract

At an urban elementary school in a northeastern state in the United States, the problem in this study is that despite professional development (PD) provided to elementary teachers to support students with disabilities, (SWDs), in inclusionary classrooms, elementary teachers have not been prepared to effectively meet instructional needs of SWDs. The purpose of this basic qualitative study was to examine experienced general education elementary teachers' perspectives of PD needs and instructional supports to implement inclusive models for SWDs in the study district. Guskey's model of teacher change and Knowles' andragogy model served as conceptual frameworks to explore educators' perspectives of PD needed to effectively implement inclusion, and how inclusionary PD may best support SWDs' instructional skills in elementary settings. Interviews with seven purposefully sampled general education teachers who had participated in district inclusion PD, experience with inclusionary settings, and a minimum of 5 years of experience were conducted. Qualitative analysis was conducted using a priori and open coding. Educators' perspectives were synthesized into three themes related to the content and format of PD as well as administrative support systems needed for collaborating and shifting perspectives to implement inclusion. The resultant PD project will contribute to positive social change by implementing PD, thereby developing educators' skills to provide collaborative support for inclusion of SWDs and strengthen students' instructional skills.

Experienced Elementary General Educators' Professional Development Perspectives

Regarding Inclusion of Students with Disabilities

by

Janell T. Lewis

MA, Bowie State University, 2009

BS, Virginia Commonwealth University, 1995

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2023

Dedication

This project study I is dedicated to the most important people in my life. First, to my deceased parents Andrew M. Lewis and Helen M. Lewis Your unconditional love and support is the reason why I can complete this journey. You were my biggest supporters, you believed in me when I didn't believe in myself. I am forever grateful for all you did for me and instilled in me. Finally, to my siblings, nephews, nieces, extended family, and my spiritual family thank you for your support and encouragement when the journey seemed so hard to bear. I love you all so much. I know that without God I could not have finished this journey and for that I am grateful.

Acknowledgments

I would like to give a sincere thank you to Dr. Cathryn Walker and Dr. Ella Benson. Your constructive feedback has made me a better scholar practitioner in the field of education. I am extremely grateful for the opportunity to work with both of you and your support and guidance throughout this journey. Dr. Walker the giving of your time to assist me on a weekly basis was above and beyond anything I could have asked for. You were a tremendous blessing and words can never express my gratitude.

Table of Contents

List of Tables	v
List of Figures	vi
Section 1: The Problem.....	1
Background.....	1
The Local Problem.....	3
Rationale	6
Definitions of Terms	9
Significance of the Study.....	10
Research Questions	11
Review of the Literature	12
Conceptual Framework.....	12
Review of the Broader Problem.....	15
Implications.....	31
Summary	32
Section 2: The Methodology.....	34
Research Design and Approach	34
Basic Qualitative Approach	35
Participants.....	36
Justification of Sample Size	38
Sampling Procedure	39
Procedure for Gaining Access to Participants	39

Researcher-Participant Relationship	43
Protection of Participants.....	44
Data Collection	45
Instrumentation	47
Sufficiency of Data Collection Instrument	49
Processes for How and When Data Were Generated, Gathered, and Recorded	53
Systems for Keeping Track of Data.....	54
Access to Participants	56
Role of the Researcher	57
Data Analysis Methods.....	58
Data Analysis Results	59
Collection and Compilation	60
Disassembly	61
Reassembly	66
Interpretation.....	70
Conclusion	71
Theme 1.....	72
Theme 2.....	75
Theme 3.....	77
Discrepant Cases	80
Evidence of Data Quality.....	81

Summary of Findings.....	83
RQ1	84
RQ2	87
Conclusion	89
Section 3: The Project	91
Rationale	93
Review of Literature	102
Project Genre.....	102
Literature Search Strategy.....	107
Project Description.....	116
Needed Resources and Existing Supports.....	117
Potential Barriers and Solutions.....	118
Project Implementation and Timetable	119
Role and Responsibilities.....	121
Project Evaluation Plan	122
Key Stakeholders	124
Project Implications	125
Social Change Implications	125
Local and Large Context.....	126
Conclusion	126
Section 4: Reflections and Conclusion	128
Project Strengths and Limitations.....	129

Recommendations for Alternative Approaches	131
Scholarship, Project Development, and Leadership Change	131
Project Development	132
Leadership and Change.....	133
Reflection on the Importance of the Work.....	134
Implication, Applications, and Directions for Future Research	136
Conclusion	137
References.....	139
Appendix A: The Project	167
Appendix B: Approval to Modify Needs Assessment	217

List of Tables

Table 1. 2018-2022 Local School Assessments (LSA) Results English Language Arts and Math for Students with Disabilities	7
Table 2. 2018-2022 LSA Results English Language Arts and Math for Students without Disabilities	7
<u>Table 3. Study District Demographics</u>	<u>37</u>
Table 4. Participant Demographics	48
Table 5. Interview Protocol Alignment of Research Questions to Interview Questions...	52
Table 6. Round 1 to Round 2 Open Coding.....	63
Table 7. Sampling of Open Codes and Text Excerpts by Participant.....	65
Table 8. Round 2 Open Codes to Categories.....	67
Table 9. a Priori coding by Framework and Count.....	68
Table 10. Sampling of A Priori Codes and Text Excerpts by Participant	68
Table 11. Proposed Implementation of Recommendations and Timeline	121

List of Figures

Figure 1. Research Questions to Categories to Themes	71
Figure 2. Research Question 1 to Themes to Project Goals	97
Figure 3. Research Question 2 to Themes to Project Goals	98

Section 1: The Problem

Background

In 1975, the PL-94-142 Education Act for All Handicapped Children Act (EHA) granted children with disabilities the right to free and appropriate public education (FAPE; U.S. Department of Education, 2010). The EHA was amended in 1990 as the Individuals with Disabilities Education Act (IDEA) and reauthorized in 2004 (De Bruin, 2019; Soto, 2016; Villa & Thousand, 2005). The IDEA mandated that public schools provide students with disabilities (SWDs) an appropriate education together with students without disabilities (SWODs) in the least restricted environment (LRE; Howard, 2004; Soto, 2016; Zirkel, 2020). The IDEA mandated improvements concerning educational services provided to SWDs. The rationale for EHA and IDEA guidelines resulted from mandated integration that followed after the Brown V Board of Education lawsuit, which contended that separate is not equal in terms of segregation of students of color in the public-school system. Despite IDEA mandates, SWDs continued to experience challenges in inclusive settings (Evins, 2015; McGhie-Richmond & Haider, 2020). Although Congress reauthorized the IDEA legislation in 2004, the legislation had only been funded at 15.7% of anticipated costs, leaving state and local agencies to fund the difference (Westwood, 2018).

IDEA guidelines required that the continuum of special education services be available to SWDs in all school districts. The general education classroom was the presumed setting for SWDs as was the LRE (Howard, 2004; Sayeski et al., 2022).

According to the Individuals with Disabilities Act, (IDEA) regulations (34 C.F.R. § 300.1114 et seq.)

To the maximum extent appropriate, school districts' school leadership must educate SWD in the general education classroom with appropriate aids and supports, referred to as supplementary aids and services, along with their non-disabled peers in the school they would attend if not disabled unless a student's individualized education program (IEP) requires some other arrangement.

IDEA regulations require that SWDs should not be removed from general education classrooms and be placed with their age-appropriate peers in the general education classroom (Howard, 2004). IDEA regulations also require accommodations and modifications in the general education curriculum in order for SWDs to access general education curriculum in inclusive settings rather than moving students to a resource room setting or placing them in more restrictive educational settings (U.S. Department of Education, 2017). Services, modifications, and accommodations must be provided to SWDs in the general education setting; to the maximum degree possible, SWDs receive their education with their nondisabled peers or SWODs in the LRE (U.S. Department of Education, 2017).

Per IDEA regulations, students are only to be removed from the LRE when educators have tried to support them in the general education setting using supplementary aids and support services. Once students are not receiving educational benefits from the LRE, they can be removed (U.S. Department of Education, 2017). Researchers have observed school district staff struggling with the proper implementation of inclusion due

to mandates of No Child Left Behind (NCLB) Act, which required all students to be rated as proficient in reading and mathematics by 2014. Proficiency refers to a student's ability to achieve and complete a grade-level task with 50% or above accuracy in reading, writing, and math (Huang et al., 2020; Lachlan-Hache & Castro, 2015). The number of SWDs educated in general education settings has continued to rise since the implementation of the EHA and IDEA (Delice, 2023; Samuel, 2016)

The Local Problem

At an urban school in a northeastern state in the U.S., the problem is that, despite professional development (PD) provided for elementary teachers to support SWDs in inclusionary classrooms, these teachers are inadequately prepared to effectively meet instructional needs of SWDs. In Diversified Public School District (DPSD, a pseudonym), state test scores showed less than 50% of SWDs scored proficiently on the state assessment in English language arts and mathematics between 2018 and 2021. A special education coordinator for the target district noted school leadership and teacher educators do not perceive teachers as having the necessary skills to effectively instruct and support SWDs in general education settings. An elementary general educator from an elementary school in the target district stated more than one course in special education during undergrad is essential for addressing needs of SWDs in today's classroom. An elementary principal from the target district stated most general educators need more training and resources to support needs of SWD in their classrooms. Most SWDs in today's classrooms receive education in inclusionary settings. Therefore, general education teachers are increasingly responsible for the education of SWDs in these

settings (Reese et al., 2018). In order to effectively educate SWDs in inclusionary settings, general education teachers need appropriate skills and strategies for adapting the curriculum and differentiated teaching methods (Westwood, 2018). However, many teachers do not have proper training, adequate planning times, administrative support, and knowledge of policies regarding SWDs, and lack skills necessary to enable SWDs to access general education curriculum in inclusive settings (Reese et al., 2018). Therefore, it is appropriate to investigate general education teachers perceived PD needs to support SWDs in inclusion settings effectively.

DPSD school leadership have attempted to implement inclusion for SWDs for the years 2008 through 2023. The county administration in the school district office provided inclusion PD to general education teachers through the Making Education Accessible in Neighborhood Schools program between 2008 and 2011 (district PD records, 2020). Making Education Accessible in Neighborhood Schools was a capacity building program for the elementary schools in this northeastern urban district. This program involved collaboration with Boundless Learning, a training program provided by the John Hopkins University Center for Technology in Education and DPSD. During the MEANS program, general educators and special educators receive ongoing PD related to inclusion of SWDs at 36 elementary sites (district PD records, 2020). However, this PD was not accessible to any other elementary general or special educators at the remaining 87 elementary sites. The program provided for teachers and school leadership who received cost-free PD, but in 2011, as the MEANS program ended, so did PD. As noted by school leadership, the goal was that MEANS classrooms would become model sites for inclusion, but this did

not occur. Efforts to provide inclusion PD for general educators have continued to close gaps involving instruction for SWDs in general education classrooms.

District officials have provided inclusion PD for general education teachers; however, issues involving clarity of PD and needs of general education teachers to effectively provide instructional support for SWDs still need to be addressed in DPSD. All PD on inclusion provided for general education teachers in DPSD has been offered through the Talent and Development office for approximately 20 to 35 educators per session. According to a special education coordinator, DPSD has 123 elementary schools, and ongoing PD for general education elementary teachers focusing on inclusion is essential to the success of SWDs in inclusionary settings. In the summer of 2018, inclusion PD was provided for teachers in kindergarten through second grade for 25 selected elementary sites. However, this was only accessible for general education teachers at one of the selected elementary sites, leaving 98 elementary sites without access. Eight additional selected elementary sites received training during the summer of 2019, in addition to the initial 25 selected elementary sites in the summer of 2018. However, general educators who received this training contended they had yet to be effectively prepared to provide instruction in inclusive settings for SWDs. PD is one vehicle for providing knowledge and skills in order to address whether teachers express positive perspectives regarding inclusion and reported being confident in terms of implementing inclusive models of instruction, accommodations, and modifications (Bohndick et al., 2022; Sharma & Nuttal, 2016). Teachers' skills and knowledge of providing interventions and implementing models of support for SWDs are associated

with quality of instruction, and thus students' academic achievement within inclusive settings.

Rationale

This study is based on SWD local state assessment data and personal communications from experienced elementary general education teachers who have instructed SWDs in inclusive classrooms. Local state assessment data shows that SWDs' low performance has persisted since 2018, even though district educators have been provided targeted PD to support SWDs in inclusive settings. Understanding teachers' PD needs to close the gap in practice in providing instruction for SWDs in inclusive setting was the primary aim of this study. It is critical to discern teachers' understanding of their PD needs related to inclusive practices and in order to implement inclusive models of support for SWDs to strengthen their learning and skill development.

Most SWDs still need to demonstrate proficiency on the state assessment (see Table 1) compared to SWODs (see Table 2). Poor performance in terms of coursework and state proficiency assessments has been associated with higher high school dropout rates for students (Carrasco, 2019; McKee & Caldarella, 2016). SWDs' high school graduation rates are approximately 37.40% compared to 78.55% for SWODs. Poor performance by SWDs on the state assessment has also negatively affected teachers and their evaluative performances, resulting in evaluations as ineffective teachers. General education teachers who instruct in inclusive settings are concerned about SWDs' low achievement on state proficiency assessments and the effects these scores have on their

evaluations. Local state assessment (LSA) results indicated that less than 7.2% of SWDs who took LSAs between 2018 and 2022 met state expectations (see Table 1).

Table 1

2018-2022 Local State Assessment Results for English Language Arts and Math for Students with Disabilities

Core Assessment Subject	2018	2019	2022
English Language Arts	7.2%	7.3%	5.7%
Math	6.7%	7.7%	<= 5.0%

Table 2

2018-2022 Local State Assessment Results for English Language Arts and Math for Elementary Students without Disabilities

Core Assessment Subject	2018	2019	2022
English Language Arts	28.9%	30.3%	33.1%
Math	21.4%	22.6%	12.4%

Despite PD support, SWD performance must still meet the state proficiency standard of 70% required for passing the assessment. General education teachers who have not received PD related to strategies, models of inclusive support, necessary accommodation, and modifications to address needs of SWDs have stated challenges in addressing instructional needs of SWDs within inclusive settings. SWD learning and achievement suffer if general educators lack knowledge and skills needed for effective instruction in inclusive settings (see Gaines & Barnes, 2017; see Gregory et al., 2016; see Kazmi et al., 2023). Implementing a successful inclusive program depends on the ability and readiness of general education teachers to provide effective instruction for SWDs.

Delivery of effective inclusive services depends on educators' knowledge, skills, and understanding regarding how best to meet needs of SWDs to access the general education curriculum. Heredia (2021) stressed the need for educators to be competent and receive further training for inclusion to be effective and to address needs of all learners. Additional challenges exist for general educators involving lack of understanding of SWD learner characteristics, knowing how to validly assess students' instructional levels, understanding how to match interventions to student needs, and knowing what programs or interventions have shown to be effective as evidence-based practices (Westwood, 2018). Inclusion requires collaborative planning between regular and special education teachers. Inclusion also requires more collaboration within school settings with all educators and school personnel who service students (Crouch, 2019; Royster et al., 2014). Investigating general education teachers perceived inclusive PD needs is necessary to build their capacity to meet needs of SWDs within the local school district's general education classrooms.

It is critical to understand teacher perspectives and needs in order to provide support to educators who provide and are responsible for overseeing instruction of SWDs in inclusionary settings. Teacher belief systems influence how confident they are in terms of implementing reforms in the classroom. Teachers' prior beliefs and experiences can hinder reform implementation (Dignath et al., 2022). If a general educator's attitude is not favorable, it can have a negative effect on learning environments and student achievement. Workload influences general educators' attitudes, time spent on discipline, class disruptions, and training to address needs of all learners (Ewing et al., 2018; Gaines

& Barnes, 2017; Monsen et al., 2014). The purpose of this basic qualitative study is to examine experienced general education elementary teachers' perspectives of PD needs and instructional supports in order to implement inclusive models for SWDs in the study district.

Definitions of Terms

Free Appropriate Public Education (FAPE): According to Mathieu (2019), “Section 504 of the Vocational Rehabilitation Act of 1973 indicates that children with disabilities will receive the same education as children without disability or handicap. FAPE is accomplished by giving the child special services, usually written in an Individualized Education Plan (IEP). These services may include accommodations for children who use adaptive equipment, services for academic needs, speech, and language services, and modifications to make a learning environment more comfortable for disabled children” (p. 10).

Inclusion: “The process through which education systems respond to diverse learners in ways that enable participation, equal opportunities, respect for difference, and social justice” (Robinson, 2017, p. 3).

Least Restrictive Environment (LRE): According to Serpa (2011), “LRE means that, to the maximum extent appropriate, school districts must educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as ‘supplementary aids and services,’ along with their non-disabled peers in the school they would attend if not disabled unless a student's IEP requires some other arrangement” (p. 18).

Response to Intervention (RTI): According to Cortiella and Horowitz (2014), “The practice of providing intervention matched to student need, monitoring progress frequently to make decisions about changes to instruction or goals, applying child response data to important educational decisions” (p. 14).

Students with Disabilities (SWDs): “Students with disabilities are children having an intellectual disability, a hearing impairment, a speech or language impairment, a visual impairment, a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, and other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, need special education and related services” (Individuals et al. Act, 20 U.S.C. § 1400 (2004)).

Significance of the Study

I examined experienced elementary teachers’ perspectives of their PD needs regarding inclusion and instructional support for implementing inclusive models in the study district. Data were used to deepen understanding of teachers’ needs related to PD content and processes in order to instruct SWDs in inclusive settings. McLeskey et al. (2018) indicated although SWDs are capable of learning standards as they integrate into general education settings, they remain a traditionally underachieving subgroup. Data from general educators may inform stakeholders of their perspectives and needs related to PD in order to support SWDs in inclusive settings. Teachers can be agents of change by becoming more effective problem solvers and ensuring students successfully meet curriculum standards (McLeskey et al., 2018). A more profound understanding of teachers’ needs may result in developing inclusive PD, culminating in creating a more

equitable learning environment for all students, including SWDs. Also, information will be helpful to general educators as they become more knowledgeable about inclusive models of support. It is possible SWDs' learning may improve, which may thereby facilitate improved achievement for SWDs in the target district.

Meeting needs of SWDs in inclusive settings requires PD support in order to enable teachers to develop skills and understanding of how to support SWDs and their same-age peers. Pancsofar and Petroff (2016) noted:

Teachers with more consistent opportunities to learn about inclusion from PD were more confident in their practice. They demonstrated higher interest levels and more positive mindsets about inclusion than those who reported less frequent PD training. (p.1045)

As the percentage of SWDs within inclusive settings increases in the DPSD, additional PD to meet needs of SWDs in these settings is essential to successful implementation of inclusive models of support to provide effective instruction for SWDs. Inclusive classrooms have the potential to enhance educational settings by providing immediate support to SWDs, along with PD for general education and special education teachers (Shaffer & Thomas-Brown, 2015).

Research Questions

The local problem identified is that in DPSD, an urban school district in a northeastern state, 11% of the total student population was identified as SWDs between 2015 and 2022. A review of LSA data revealed that the majority of SWDs in both elementary and secondary schools still need to meet state proficiency standards.

Therefore, in order to address the gap in practice, I used a basic qualitative study approach to examine experienced elementary general education teachers' perspectives of PD needs and instructional supports in order to implement inclusive models for SWDs in DPSD. The two research questions used to guide this study were:

RQ1: What are perspectives of elementary school teachers who have experience working with SWDs in inclusive settings regarding PD needs in order to implement inclusive models in the study district?

RQ2: What are perspectives of elementary school teachers who have experience working with SWDs in inclusive settings regarding instructional supports that are needed in order to implement inclusive models in the study district?

Review of the Literature

Conceptual Framework

In this study, I used Guskey's model of teacher change and Knowles' andragogy theory regarding adult learning as conceptual frameworks. I identified teachers' perspectives regarding PD and their needs in order to support implementation of inclusive models and effective instruction for SWDs. Effective PD model must be implemented to result in changes in terms of general elementary educators' perspectives of inclusion.

Model of Teacher Change

Guskey (2002) stated there are three major objectives for PD: "(a) change in the classroom practices of the teachers, (b) change in their approaches and beliefs, and (c) change in the knowledge acquired by students" (p. 383). Guskey noted that numerous factors could affect the change process. According to Guskey, if teachers do not believe

that PD will expand their understanding and abilities, improve student progress and their effectiveness in terms of working with students, then they are unlikely to implement PD that is provided for them. Practices gained from PD that teachers find advantageous in terms of aiding students to achieve required learning outcomes are remembered and repeated. Guskey perceived student learning and achievement were central to maintaining change processes related to instruction.

Instructional practice changes require time, evidence of student results, awareness of strategies and results, systemic support, and follow-up (Guskey, 2002). Educators must have feedback about implementing new practices that are learned from PD sessions. Providing PD and not providing feedback to teachers regarding fidelity of instructional strategies could undermine successful implementation of PD strategies and skills. Continuous reinforcement of strategies depends on consistent follow-up to perpetuate change processes and support strategies that are learned via PD.

In this study, I examined experienced general education elementary teachers' perspectives of PD needs and instructional supports in order to implement inclusive models for SWDs in inclusive settings. I gained information regarding teachers' perspectives of PD and instructional supports needed to strengthen instruction for SWDs in inclusive settings.

Andragogy Theory

Knowles is the author of the theory of andragogy, or adult learning theory. Knowles (1970) stated the conceptual theory of andragogy "is the art and science of facilitating adult learning, developed based on two fundamental defining attributes" (p.

43). Six attributes of the theory of andragogy that address the needs of adult learners include: “(a) Adults are eager learners, (b) Adults apply newly acquired knowledge and skills sooner, (c) Adults are compelled to learn, (d) Adults connect prior experiences to new knowledge, and (e) Adults self-direct” (Saleh et al., 2017, p. 34).

According to Knowles (2005), gaining teachers’ perspectives is vital. This study involved obtaining information regarding teachers’ perspectives and inclusion PD needs. Adult learners must know “how learning will be delivered, what learning will occur, and why learning is essential” (Knowles et al., 2005, p. 184). According to Knowles (1984):

Adults need to know the why or the reason before they engage in learning, which leads to the premise that adults should be engaged in the collaborative planning process and participate in the evaluation of their instruction, and their instruction should be problem-centered rather than being driven by content. (p. 3)

Therefore, PD created for teachers must be problem-centered and address real-world settings where learning will occur. Systemic PD on inclusion can change classroom practices, mindsets, and opinions and impact students’ learning outcomes, which are Guskey’s three major goals of PD. When teachers are part of the process, they are eager to learn. Teachers are more willing to implement changes within their classroom when they see how their prior experiences link to new knowledge (see Knowles, 2012). When teachers are involved in developing and evaluating PD, process changes will occur (Knowles, 1984; Knowles et al., 2012). Involvement of teachers in terms of development and evaluation of inclusive PD was investigated in this study. The purpose of this basic qualitative study was to examine experienced general education

elementary teachers' perspectives of PD needs and instructional supports to implement inclusive models for SWDs in the study district.

Review of the Broader Problem

Literature was gathered using the following Walden University databases: ERIC, Education Research Complete, and SAGE Journals., Education Source, and ProQuest. I also used Google Scholar for each topic in the literature review. Literature included conceptual and research-based sources as well as commercially-published books, professional journals, theses, dissertations, and books. I used the following key terms: *achievement gap, literacy, PD, teaching in inclusive settings, inclusion, inclusive PD, teachers' perspective of inclusion, PD, instructional support, inclusion models of support, evidence-based practices, Coteaching, collaborative consultation, accommodations, modifications, literacy development, adult learning + theories, andragogy, and adult learning models.*

This review of literature includes information on teachers' perspectives regarding inclusion, lack of preparedness in terms of instruction in inclusive settings, impact on student performance, collaborative instruction, and inclusive models of support. The purpose of exploring these themes was to identify challenges of experienced elementary general educators involving instruction of SWDs in inclusive settings. In addition, I examined existing research to build a thorough understanding of challenges general education teachers face when teaching SWDs in inclusive settings.

Teacher Perspectives of Inclusion

When including SWDs in general education classrooms, teachers need tools to meet academic, behavioral, and social needs. Most general education teachers need more knowledge and expertise to teach SWDs (Westwood, 2018). General educators do not view themselves as being prepared to meet the needs of SWDs (Sharma et al., 2018).

Teachers' attitudes and perspectives regarding inclusion result from lack of prior knowledge about disabilities and disorders, lack of experience working with SWDs, and belief that they lack methods to teach SWDs (Stites et al., 2018). Teachers perceive their lack of preparedness as a barrier to their teaching. Westwood (2018) contended many teachers still need to be convinced that SWDs and SWODs can be educated effectively in the same classroom.

Supports that are in place for general education teachers also impact their perspectives of inclusion. Westwood (2018) stated that the amount of internal and external supports available to teachers influences their perspectives regarding inclusion. Identifying factors contributing to teachers' perspectives regarding inclusion, ongoing training opportunities, support, and resources can be implemented.

Lack of Preparation for Instruction in Inclusive Settings

Inclusion of SWDs has implications for the teaching workforce as well as preparation of future teachers. University teacher preparation programs have yet to include instruction of SWDs in inclusionary settings. Sanz-Cervera et al. (2017) described teachers' preservice experience with SWDs as inadequate; teachers reported their preservice programs like preparation for teaching SWDs. Scarcity of articulated

policies, preservice teachers' deficiency of understanding related to inclusion, and irregularities in teacher training programs pose barriers to effective establishment of inclusive settings where all students' academic needs are acknowledged (Gehrke et al., 2014; Stites et al., 2018). Lack of training becomes a challenge with instruction within inclusive classrooms.

Lack of effective PD has been found to influence general educators' levels of preparedness for instructing in inclusive settings. Mngo and Mngo (2018) stated public school teachers with some training involving SWDs indicated their resistance to inclusion was due to lack of adequate or complete lack of teacher preparedness. Thus, teachers' ability to meet needs of all students within inclusive settings becomes an area of concern in terms of mastery of state academic standards.

Influence on Student Performance

Failure to achieve on state proficiency assessments and poor academic outcomes for SWDs puts pressure on teacher educators to improve their preparation and practices. Improving teacher practices improves learning of all students within inclusive settings (McLeskey et al., 2018). Schwab and Alnahdi (2020) suggested collaboration between teachers, personal support, universal design, and administrative support are four key components that are essential to all students' success in inclusive settings. It is crucial to assess teachers' knowledge and ability to use these components to support effective instruction for SWDs. In addition, perspectives involving inclusion by general education teachers must be identified to develop an understanding of varying and multiple needs of teachers in order to support all students within inclusive settings (Reese et al., 2018).

Students' achievement in inclusionary settings is positively correlated with teachers' perspectives and preparedness. Lack of PD could "negatively influence SWDs' student achievement and result in teachers feeling frustrated in their abilities to instruct in inclusive settings" (Shady et al., 2013, p. 188). For inclusion to be effective, teachers must be able to apply skills based on instructional strategies to support all students' learning needs and provide accommodations to increase academic achievement levels in inclusionary settings (Griffith et al., 2019). Implementing these skills and accommodations requires collaboration between general and special educators who instruct in inclusive settings.

Collaborative Instruction

Collaboration between general and special education personnel is imperative to inclusion. Inclusion requires that SWDs' instruction not occur in separate classrooms; instead, they should remain in the general education classroom and receive collaborative instruction from general and special education teachers in one or more content areas (Chitiyo, 2017). Teachers instructing in inclusive settings must understand the importance of collaborating to address all students' needs within these settings.

Teachers in inclusive settings need extensive training related to collaborative instruction. Both general and special education teachers must know how to differentiate instruction, make accommodations in their classrooms, and collaborate to allow all students to access curriculum in these settings (Francisco et al., 2020; Strogilos et al., 2017). General educators must see special educators as co-teachers rather than supports or assistants. They must value knowledge and skills they bring to instruct all students

within inclusive settings. Cooperation between general and special educators allows them to engage in discussions regarding effective pedagogical methods to support inclusion (Vincent, 2019). Teacher collaboration increases teacher efficacy and knowledge (Kirkpatrick et al., 2020; Vincent, 2019). Once general and special educators understand the importance of collaboration, general educators must understand models of support that are used in inclusionary settings.

Inclusive Models of Support

General education teachers must understand that services in inclusionary settings may include co-teaching or in-class support, accommodations, and modifications to support access to the general education curriculum (Cook & McDuffie-Landrum, 2020; Gokdere, 2012; Grant, 2014). This ensures school systems comply with the IDEA, which requires FAPE in LREs for all SWDs. This law requires teachers to make accommodations and modifications to curriculum, instructional delivery, learning environments, grading practices, and behavioral practices so that SWDs can access the general education curriculum (Kelley et al., 2017; McKee & Gomez, 2020). To provide this access, general educators must understand differences between accommodations and modifications.

Accommodations

Identifying necessary accommodations is essential for the success of SWDs in inclusive settings. In order to identify necessary accommodations for student, the following criteria are essential: assessment data involving how students are functioning in the classroom, teachers' professional judgment, and students' input regarding how they

perceive their needs in the classroom related to accommodations (Lovett & Lewandowski, 2015; McGlynn & Kelly, 2019; Scanlon & Baker, 2012). Assessing the effectiveness of accommodations and gathering input from students allows teachers to make necessary changes. Appropriate accommodations require planning, delivery, monitoring, and evaluation (Chitiyo et al., 2019a; Scanlon & Baker, 2012). General educators must know students' IEP and what accommodations and modifications should be included in their daily instructional delivery. They develop lessons and determine accommodations and modifications to the curriculum that are needed in order for SWDs to understand the concept or strategy. This planning process is often completed collaboratively in consultation with the special education teacher. Teachers should evaluate the effectiveness of an accommodation to identify if it is working well or if alternatives are needed (Cook & McDuffie-Landrum, 2019; Scanlon & Baker, 2012). Evaluated accommodations can then be implemented during instructional delivery to provide SWDs with access to the general education curriculum within inclusive settings.

Instructional accommodations are minimal variations in instructional delivery and how a student can access the general education curriculum without altering the curriculum or expectations (McGlynn & Kelly, 2019; Scanlon & Baker, 2012). There are four separate accommodation categories: presentation, response, scheduling/timing, and setting. Implementing instructional accommodations requires planning and changing educators' instructional practices (Boyle & Scanlon, 2018). Effective practice of instructional accommodations includes identification, provision, collaboration with other educators, and evaluation (Boyle & Scanlon, 2018). Teachers' observation and

assessment of the SWDs' level of mastery of the content and strategy taught determine the effectiveness of the accommodation. Examples of accommodations teachers can provide may include allowing students to make presentations using supports such as graphic organizers (Venn- diagram, t-chart, what do I know, what do I want to know, and what did I learn chart (KWL), extending the time for the students to complete an assignment or assessment, providing text to speech, assisted technology, and preferential seating. The use of accommodations may change based on student's needs and level of mastery; therefore, ongoing evaluation of accommodations used by SWDs is critical to their level of achievement.

Teachers need to gather feedback from SWDs regarding accommodations and reflect on the effectiveness of the accommodation concerning accessing the curriculum and academic goals or standards (Buli-Holmberg & Jeyaprabhan, 2016; Buli-Holmberg et al., 2019). Monitoring accommodations assist with the adjustment and revisions needed based on the student's academic needs. Highly effective teachers provide accommodations for SWDs, a form of scaffolding support to help SWDs access and proficiency with the curriculum. Accommodations are less intrusive than modifications. Students needing additional support can benefit from more intrusive modifications than accommodations as they change the general education curriculum access by modifying the expectations (Joyce et al., 2020; Lovett & Lewandowski, 2015). Modifications involve a closer examination of how to change or scaffold a lesson to meet the needs of SWDs in inclusive settings.

Modifications

Modifications are curricular changes made to the content that a student learns. When using modifications, the curriculum a student must master is modified so that the student can access the content (Janney & Snell, 2013; McGlynn & Kelly, 2019). A modification to the curriculum is a content adjustment, so the SWDs do not have to demonstrate mastery of specific curriculum elements. This curriculum modification is accomplished by expecting the student to master only specific content on a test or allowing the student to be excused or dismissed from specific assignments (Janney & Snell, 2013; McGlynn & Kelly, 2019). These modifications to the curriculum are related to and support SWDs' IEP goals.

Understanding how to use and implement modifications and accommodations is essential to instruct SWDs in inclusive settings successfully. Modifications and accommodations are related to SWDs IEPs and any English as a Secondary Language (ESOL) accommodation plan (U.S. Department of Education, 2017). General education teachers who lack the appropriate training in supporting SWDs in inclusive settings have difficulty addressing SWDs needs' and IEP goals, that have created challenges both for teachers and students in the inclusive classroom (Chitiyo et al., 2019b; Royster. et al., 2014). General educators' ability to understand and utilize the modification and accommodations allows SWDs to access the general education curriculum with fidelity. Collaboration between the general and special educators is crucial to successfully implementing these modifications. Inclusion programs can be successful when general and special educators can collaborate, make decisions, and modify instructional goals

(Chitiyo, 2017; Mangope & Mukhopadhyay, 2015; Pitts, 2021). Collaborative evaluation of modifications to assist SWDs in accessing the general education curriculum must be ongoing.

Regular evaluations of modifications are crucial for determining how they support SWDs accessing the general education curriculum. Teachers can observe the appropriateness of the modification and any in-class support provided to the student in terms of the student's learning of the curriculum. Collaborative teams must consistently evaluate the designed modifications for effectiveness concerning the student's level of mastery of the content (Chitiyo, 2017; Janney & Snell, 2013; Strogilos et al., 2020). The implementation of modifications is to improve students' on-task behavior and work production in the inclusive setting. For SWDs to be successful, modifications are necessary to meet the needs of SWDs (Kurth & Keegan, 2014; Strogilos et al., 2020). Inclusive models of support, such as co-teaching and in-class support, can provide the instructional setting for modifications.

Coteaching and In-Class Support

Coteaching is an instructional method developed to support learning in an inclusive setting. This instructional model requires general and special educators to co-deliver the curriculum and collaboratively develop lessons, instruct lessons, evaluate student progress and administer student discipline and behavioral supports (Kirkpatrick et al., 2020.; Scanlon & Baker, 2012; 2020; Shaffer & Thomas-Brown, 2015). Co-teaching is "collaborative teaching when the general educator and special educator are accountable for a diverse or blended group of students in a specific physical space or classroom"

(Grant, 2014, p. 3). In a Co-teach setting or model, both teachers equally share the responsibility to meet the needs of all learners within this inclusive model. Both teachers must ensure that every part of the education environment, from planning to classroom management, is met (Grant, 2014; Shaffer & Thomas-Brown, 2015; Stogilos et al., 2017). The co-teaching model benefits teachers and students when collaboration occurs for planning and guiding instruction in an inclusive setting (Middleton, 2020).

Collaborative models of teaching are supporting of inclusive teaching models for supporting SWDs. Researchers indicated that co-teaching is endorsed as a best practice when implementing an inclusion model, benefiting SWDs and SWODs (Grant, 2014; Shaffer & Thomas-Brown, 2015; Stogilos et al., 2017). Several co-teaching models are implemented at varying degrees in the educational setting depending on PD and the knowledge and skills of the general and special educators (Grant, 2014; Kirkpatrick et al., 2020; Shaffer & Thomas-Brown, 2015). The level of collaboration between the general and special educators influences the quality of instruction in inclusionary settings for all students.

The collaborative work of the general and special education educators increases the quality of instruction for all students within the co-teaching classroom. When educators utilize various co-teaching models and research-based teaching strategies, students' learning is maximized (Grant, 2014; Middleton, 2020). The co-teaching models most often implemented include small group instruction, direct instruction, mini-lessons, and guided practice (Grant, 2014; Middleton, 2020; Ricci & Fingon, 2017; Shaffer &

Thomas-Brown, 2015). The use of these models provides teachers with the ability to focus on students' needs.

Small group instruction allows teachers to concentrate on student's weaknesses. In this model, both teachers are engaged in the development and focus on different concepts; for example, the general educator would work with a student to identify supporting details, and the special educator would be responsible for working on vocabulary. The co-teach teacher team would rotate groups at 20-minute intervals to continue small-group instruction. The co-teaching model intensifies instruction for most needy students, and instruction directly addresses individual students' needs. The co-teaching model can be adapted to support students one-on-one (Grant, 2014; Kirkpatrick et al., 2020; Shaffer & Thomas-Brown, 2015). The co-teaching model is often adapted to meet the needs of SWDs in inclusive settings.

Teachers may design mini-lessons that cover new or previously taught content. A mini-lesson is a short lesson that can be taught in a few minutes to help students understand a new and previously taught strategy, skill, or standard. An example of a mini-lesson would be a 10-15-minute lesson focusing on the difference between there, their, and they are. Mini-lessons allow co-teachers to focus on their expertise and assess students' level of understanding within the general education setting (Benninghof, 2020). The mini-lesson may also be used prior to guided practice.

Another adaptation includes the use of guided practice. Guided practice allows teachers to expand on material and individualize support to assess students' level of mastery and areas of need (Garcia, 2018; Grant, 2014). Guided practice is collaborative

instruction between teachers and students. Once the teacher presents new learning, student practice is initiated by engaging students in a related task that they will complete independently after the guided practice. This form of gradual release allows the responsibility for learning to be transferred from the teacher to the student through modeling. An example of guided reading is a teacher modeling a specific strategy, then practicing the strategy with the students, and then the student practices the strategy independently (Brevik,2019; Duty, 2016). Using modeling allows students to take responsibility for their learning after the teacher models and practices the strategy with them. Modeling and checking for understanding also allow the teacher to identify students needing more direct instruction on a given strategy. Co-teaching within an inclusive setting to support SWDs can be challenging if not implemented correctly.

Coteaching to Support SWDs in Inclusive Settings

Co-teaching can be challenging and could result in the special educator serving as an assistant to the general educator rather than a teacher. Promoting collaboration and facilitating open communication between the co-teaching team of teachers is a challenge (Willard, 2019). The role of the co-teacher may change based on the format the general and special educators, along with the school leadership's guidance or philosophy, choose to use. There are six formats for co-teaching: (a) one teaching, one assisting, (b) station teaching, (c) team teaching, (d) alternative teaching, (e) parallel teaching, and (f) one teaching, one observing (Alnasser, 2021). A central guiding principal in all co-teaching formats includes collaboration.

General and special education teachers should collaborate regarding selecting the appropriate co-teaching format that will effectively meet all students' needs in inclusionary settings. Implementing the one teaching and one support format requires one teacher to provide direct instruction and the other teacher to facilitate support to students who need enrichment; alternatively, they may also gather observation data or support classroom behavioral management (Alnasser, 2021). The one-teacher and one-support format is the most regularly used co-teaching model. It allows teachers to focus on instruction of current material or concepts and when one teacher has more expertise and content knowledge than the other. Both teachers must understand their role in the lesson (Shaffer & Thomas-Brown, 2015; Vincent, 2019). One teaching, one observing a co-teaching model, one teacher providing instruction, while the other collects data on the students' academics, behavioral, and social skills. This approach is used at the beginning and near the end of the school year (Alnasser, 2021). In station teaching, each teacher works with a small group of children that rotate amongst different stations to complete diverse assignments linked to similar instructional content and objectives. Station teaching permits all students several experiences with related instructional activities. Communication should occur between teachers to organize tasks and timing for each station to support their students. Team teaching includes both teachers sharing the instructional role. Collaborative planning is critical in team teaching to integrate both teachers' roles within the lesson (Shaffer & Thomas-Brown, 2015; Vincent, 2019). The alternative co-teaching format allows for parallel instruction for general and special educators.

The alternative co-teaching format includes a teacher instructing a large group while the other teacher works with a smaller group on a different task or content. In this model, teachers work together to determine the groups, objectives, expected outcomes, activities, and assessments they teach. This format provides enrichment and remediation for a small group and is commonly used in inclusive classrooms (Angeles et al., 2019). Parallel teaching is similar to alternative teaching. When using the parallel teaching model, students are in small groups, with each teacher responsible for implementing the same lesson in a group when using the parallel teaching method (Shaffer & Thomas-Brown, 2015; Willard, 2019). Planning and communication are necessary to develop the parallel structure and guarantee that each group obtains the same quality instruction (Willard, 2019). The in-class support (ICS) model facilitates SWDs' instruction in inclusive settings and requires teachers and teaching assistants to collaborate and plan to ensure positive student outcomes.

ICS to Support SWDs in Inclusive Settings

ICS are services SWDs receive in a general education classroom. A special education teacher, paraeducator, related services professional, or speech pathologist may provide the special instructional services required as designed through the IEP. An example of an ICS service may include reading a test or assignment to a student who needs to be reading on level. Reading the assignment would allow the student to proceed with the remainder of the test more independently. This type of service could also assist SWDs who are struggling with reading. ICS could benefit all students in the general education classroom (Stetson & Associates; Inc., 2018). The ICS differs from co-teaching

because the service is an intermittent service that is provided based on need/request by the general education teacher or a specific schedule, such as having the special education assistant support the class every Monday, Wednesday, and Friday or only on test days (Stetson & Associates; Inc., 2018). General education teachers must understand and know the models of inclusion to build SWDs achievement in inclusionary settings.

PD Skills, Supports, and Best Practices

PD is a means to support and provide the knowledge general educators need to instruct SWDs in inclusive settings with fidelity. Alghamdi et al. (2016) stated that PD could be an all-inclusive and continuous approach to improving teachers' effectiveness in building students' achievement. PD is critical for meeting the pedagogical challenges of teaching development and implementing instructional interventions to promote student retention and success (Hsiao et al., 2019; Rodesiler & McGuire, 2015). Educational PD must be well planned, and educators must be encouraged to learn in diverse ways actively. PD must enhance educators' professional skills and provide educators with opportunities to actively discuss, collaborate, and observe others implementing the skills and strategies within the classroom (Alghamdi et al., 2016; Guskey, 2002; Whitworth & Chiu, 2015). PD of educators must address the needs of teachers, especially as researchers have queried the adequacy of teacher preparation in terms of inclusive education (Cunningham et al., 2017). Educators must also be included in the planning and development of the PD (Chitiyo et al., 2019b). School leadership must provide a timeline for implementing practices and strategies gained in PD (Gupta & Rous, 2016; Stephens, 2021). Teachers need adequate time to develop a plan to implement new skills

and strategies in their lessons, and school leaders are responsible for allocating the resources to provide the support needed to change the educational environment (Gupta & Rous, 2016; Hills & Sessoms, 2021). A lack of PD could “negatively influence SWDs’ student achievement and result in teachers feeling frustrated in their abilities to instruct in inclusive settings” (Shady et al., 2013, p. 188). Professional development has been supportive of helping individuals adapt to new philosophies or strategies to implement with students in education.

Government policies worldwide support the active implementation of inclusive education initiatives and practices (Byrne, 2022; Bornman, 2017; Donohue & Bornman, 2015; Monsen et al., 2014). The inclusion initiative provides SWDs “access to inclusive education and opportunities to support them to participate in a global society entirely” (Heyder et al., 2020; Monsen et al., 2014, p. 114). Implementing inclusion requires social changes within the education system and with educators responsible for its perspective (Wilson et al., 2018). Teachers' beliefs and attitudes are essential for the success of inclusive education since teachers' acceptance of inclusion indicates their commitment to its implementation (Hassanein et al., 2021). Addressing teachers' attitudes and beliefs must be a part of the PD process concerning inclusion.

The successful inclusion process must address teachers' attitudes and beliefs (Alghamdi et al., 2016; Hassanein et al., 2021; Shady et al., 2013). Chitiyo et al. (2019b) stated that teachers' desire for PD can influence their participation in professional development. Thus, implementing effective PD has positively influenced teachers' attitudes and abilities to teach SWDs in inclusive classrooms. The change in teachers'

attitudes has resulted in changes to teachers' instructional practices and improved student achievement (Heyd et al., 2020; Whitworth & Chiu, 2015). The few opportunities for PD offered by the school district related to SWDs and inclusive support strategies for general education teachers is a concern in the local district and is the responsibility of local campus level leadership and district officials (School leadership, personal communication, June 11, 2021). PD addressing teachers' perspectives and beliefs about inclusion is essential to the successful inclusionary model implementation.

PD must be sustained and systematically delivered to the teachers as learning is a process, and changing teacher perspectives and attitudes towards working with SWDs is critical to the success of inclusionary model implementation. Teachers must have the opportunity to evaluate themselves as they demonstrate new skills learned from PD, and teachers also need to assess the SWDs' responses to student learning (Robinson, 2017; Vlah et al., 2021). Consistent feedback from administration and teachers is essential to determining the effectiveness of the PD and identifying any future needs. The researchers stated that feedback from school leadership and students provided teachers with explicit evidence related to their effort and demonstrated the progress made in their students' learning (Guskey, 2002; Heyder et al., 2020; Whitworth & Chiu, 2015). PD influences not only the general educators' perspectives and beliefs about inclusion but also their instruction and students' achievement.

Implications

While compiling the literature review, I discerned some challenges and benefits of the inclusive classroom and additional PD needs for general educators related to inclusive

programming for SWDs. Specifically, I also examined general educators' beliefs and needs related to inclusion and instruction in inclusive classroom environments. One challenge of inclusion is general educators' need for knowledge and training. This literature review addressed general education teachers' perspectives and preparedness to instruct SWDs. The most telling discovery from the literature review is that most general education teachers feel unprepared to teach SWDs in an inclusive or general education setting (Shaffer & Thomas-Brown, 2015; Sun, 2019; Toth & Marzano, 2015). Teachers need relevant PD that provides the strategies and practices to effectively teach in an inclusive general education classroom setting (Cunningham et al., 2017; Mangope & Mukhopadhyay, 2015; Middleton, 2020).

Developing a project that includes systemic PD concentrating on increasing elementary general educators' perspectives and knowledge of inclusion may generate positive student learning and achievement outcomes. The PD may address the needs of general educators concerning the development and implementation of lessons that focus on the learning needs of students in inclusive classrooms. Continuous systemic PD may allow general educators to provide feedback and collaborate on implementing new strategies and skills used within the inclusive classroom and together to determine the following steps to implement the inclusive models supporting SWDs in the general education setting.

Summary

This section included an overview of current research and literature on needs and benefits of inclusion PD. This review demonstrated that implementation is critical to the

success of inclusive classrooms. Inclusion requires SWDs to access the general education curriculum at their grade level in local neighborhood schools (Haug, 2017; Rapp & Corral-Granados, 2021). SWDs' access to grade-level curriculum can be affected by the need for teacher preparation (Gaines & Barnes, 2017; Mathieu, 2019). Identifying general education teachers' perspectives, beliefs, and needs to instruct SWDs in inclusive settings effectively is an essential part of PD that is needed within DPSD.

Allowing general education teachers, the opportunity to collaborate and give input about their needs regarding PD can provide opportunities for them to strengthen their practices and skills involving instruction in inclusive settings. PD on inclusion should strengthen teachers' abilities to incorporate new teaching strategies, improve their teaching skills, increase teacher confidence, encourage collaboration, create opportunities for discussion, and strengthen their ability to reflect on best practices and needs (Heredia, 2021; Ko & Boswell, 2013; Pantic & Florian, 2015; Shady et al., 2013).

In Section 2, I provide a description of the methodology that was used to investigate the problem. In addition, I describe sampling procedures, data collection, data analysis methods, and findings. I also answer research questions and address the purpose of the study.

Section 2: The Methodology

The purpose of this basic qualitative study was to examine experienced general education elementary teachers' perspectives of PD needs and instructional supports in order to implement inclusive models for SWDs in the study district. Using a basic qualitative approach, I attained in-depth data that helped me better understand this topic in the target district. Findings of this study will inform school leadership at the study site with information to design and implement PD that will provide experienced elementary general education teachers with instructional support and resources needed to implement inclusive models of support in their classrooms. In Section 2, I describe the research design and approach, participants, data collection, and data analysis. I also discuss findings and how they relate to the project. Two research questions were used:

RQ1: What are perspectives of elementary school teachers who have experience working with SWDs in inclusive settings regarding PD needs in order to implement inclusive models in the study district?

RQ2: What are perspectives of elementary school teachers who have experience working with SWDs in inclusive settings regarding instructional supports that are needed in order to implement inclusive models in the study district?

Research Design and Approach

I used a basic qualitative approach. The qualitative method aligned with the constructivist view that individuals must interact with the environment to develop a great understanding of the beliefs and understandings of others (Merriam, 1998). The basic

qualitative approach involves discovering and understanding a phenomenon, process, or perspectives and worldviews of people (Cooper & Endacott, 2007). The basic qualitative approach was used to gather data about elementary teachers' perspectives of PD needs and instructional supports in order to implement inclusive models for SWDs in the study district. I concentrated on obtaining experienced teachers' perspectives about their PD needs and instructional supports to implement inclusive models for SWDs through interviews. The grounded theory approach was considered and rejected. Grounded theory involves using systemic data collection and analysis processes to describe actions of people in order to cultivate a theory, which was not an applicable design for this study because I was not developing a theory. Rather, I explored a central phenomenon to understand the nature of that phenomenon. I did not have long-term contact with participants, nor were participants considered a culture-sharing group who shared behaviors, beliefs, or language; thus, the ethnographic design was not suitable. Based on analysis of research methods, the basic qualitative approach was deemed the most suitable method.

The qualitative approach was used to act as a gatekeeper for data collection and analysis. This research approach can be adapted based on my interactions with participant data during collection and analysis. Qualitative research is grounded in lived experiences of people (Silverman, 2016).

Basic Qualitative Approach

The phenomenon being investigated in this study involved general education elementary teachers' perspectives of PD needs and instructional supports in order to

implement inclusive models for SWDs in the study district. Cooper and Endacott (2007) noted the basic qualitative approach involves investigating people's reports of their subjective opinions, attitudes, beliefs, or reflections involving experiences. In basic studies, researchers seek to understand how people interpret, construct, or make meaning from their world and experiences (Kahlke, 2014; Merriam, 2009). In this case, the specific concern was understanding PD needed for inclusion in elementary settings as perceived by experienced general education teachers. In the next section, I discuss criteria for participant selection along with procedures for gaining participants.

Participants

In this basic qualitative study, I conducted interviews with participants using an audio platform. As interviews occurred during the COVID-19 pandemic, face-to-face interviews were not an option, and participants preferred to be interviewed using an audio platform such as Zoom without the video component. The setting for this study was an urban public school district in a northeastern state. There are 206 schools within the district, including special schools, public charters, and K-8 campuses. Due to the district's size, experienced elementary general education teachers in grades 3-5 were the focus population for this study to narrow the focus to one participant group. I obtained permission from eight of 17 principals to contact their elementary school teachers. I emailed recruitment invitations to 122 elementary general education teachers in grades 3-5. Based on participant criteria, nine teachers responded, but two of these teachers did not meet criteria for this study, and therefore seven participants were selected for this study.

Based on the state's Department of Education, students were 4% European American (not Hispanic), 55% African American, 37% Hispanic, 3% Asian, and 1% who identified as two or more races. The student-teacher ratio for the study district is 14:1 (see Table 3).

Table 3

Study District Demographics

District Demographics	Overall Count	Percentage Special Education	Percentage Low Socioeconomic Status	Graduation Rate
Students	131,646	24%	12%	
Teachers	9160			
Students with Disabilities				70.61%
Students without Disabilities				86.3%

Criteria for Participant Selection The overall target for the sample population was 10 to 12 general education teachers from elementary schools. The primary criteria for selecting the participants were: (a) teachers who have experience teaching SWDs in the general education classroom, (b) teachers who have five or more years of teaching experience, and (c) teachers who attended inclusion PD in the target district. The rationale for the criteria was that. Experienced elementary general education teachers will have a large repertoire of knowledge about district instructional standards and teaching SWDs in inclusive settings. In total, a sample of seven participants was self-selected into the study who met the inclusion criteria. These participants came from 6 elementary school sites in the targeted in district. Table 4 reflects the criteria and basic demographic information of the seven participants.

Table 4*Participant Demographics*

Participant code	Educator position	Years in education	Experience working with Students with Disabilities and attended PD
P1	Teacher	35	8
P2	Teacher	17	8
P3	Teacher/	6	8
P4	Teacher	26	3
P5	Teacher	15	8
P6	Teacher	5	8
P7	Teacher	24	5

Justification of Sample Size

The initial sample size of 10 to 12 experienced elementary general education teacher participants is consistent with qualitative sampling. Due to the start of the Covid-19 pandemic, the number of participants in this study was impacted. The actual sample size was seven, and an explanation will be offered for the reduced sample size when the recruiting efforts are discussed. A sample of seven participants self-selected into the study who met the inclusion criteria. In qualitative research, smaller sample sizes are justified based on the analysis method employed in a qualitative model (Creswell, 2012). The rationale for limiting the participants to specific criteria allows for various perspectives and understanding of the phenomenon being studied (Merriam, 2009). Using a small sample allowed me to gather a wealth of informative data to facilitate thick, rich descriptions and thematic analysis of the qualitative data (Pathak & Intratat, 2016). The

small sample size is consistent with qualitative sampling since a smaller sample size allows for an in-depth analysis of the phenomenon being studied (Creswell, 2012). Using a small sample will help the researcher identify the patterns within the data (Malterud et al., 2016). Using the sample size of seven participants who had knowledge of the phenomenon being studied facilitated obtaining saturation (see Fossey et al., 2002). The saturation of responses from participants means that no new data or patterns emerge from the participants' information obtained (see Green & Thorogood, 2018). Preceding the selection of the participants, I gained access to elementary schools and teacher participants.

Sampling Procedure

Purposeful homogeneous sampling permitted me to purposefully select teachers that meet the criteria vital for this study (see Yin, 2014). The use of homogenous sampling allowed me to explore experienced elementary general education teachers' perspectives on PD needed to effectively instruct in an inclusionary setting (see Yin, 2014). I used a demographic questionnaire to screen potential participants for this study. The criteria were used to recruit participants who would have knowledge of the phenomenon being studied (see Lodico et al., 2010).

Procedure for Gaining Access to Participants

To secure approval for research data collection within DPSD, I completed an application for the proposed research study with the study district IRB that included a proposal summary, a copy of my proposal, an invitation letter, a consent form, all data gathering protocol instruments, and a letter from my committee chair indicating

committee approval of the proposal. I forwarded the completed application and documents to the Department of Research and Evaluation (DRE) for the study district. Upon receiving approval from the Walden IRB, #08-27-20-0297838, I sent the approval letter and number electronically to the DRE office. The DRE issued a letter of conditional approval and Principal/Director Permission to Conduct Research Form. I sent a Principal/Director Permission to Conduct Research Approval Form to school leaders of the elementary school sites selected for recruitment. DRE office stakeholders required the School Official of the proposed study site to approve grant permission to recruit participants from the site where they served as principal. Once receiving the school official's signature, I returned the approved Principal/Director Permission to Conduct Research Approval Forms to the DRE. Once the DRE received these documents, I secured official approval to conduct research from the target district gatekeeper. I proceeded by sending the Letter of Invitation to the general education teachers at the elementary school sites from which I secured school official approval.

The Invitation to Participate Letter for the potential experienced elementary general education teacher participants was individually addressed to each participant. I emailed the Letter of Invitation from my Walden email to the general education teachers in the elementary school sites using the email addresses of general education teachers obtained through open public records from the designated sample school from public campus websites. The email included information about the degree program I am pursuing at Walden University, the purpose of the study, a description of the procedures used in the study, the topics of focus, confidentiality, and my contact information,

including my Walden email address and cellular phone number. In addition, the emailed Letter of Invitation included potential risks or inconveniences to participants. I also described how the study would benefit the district's students, teachers, and school leaders in the letter. The email included the steps to maintain confidentiality during the questionnaire and interview, a reminder that participation was voluntary, and information about how to reach my advisor or Walden University's IRB official at IRB@mail.waldenu.edu if there were any questions pertaining to the study. Consent to participate in the study was accessed through a link at the bottom of the emailed Letter of Invitation. If participants were interested in the study after reviewing the Letter of Invitation, the participant was instructed to click on the link at the bottom of the Letter of Invitation that allowed the participants to access the online consent form and a demographic questionnaire. The Notice of Informed Consent form and Demographic Questionnaire included the expectations for participation and a box to check "I Agree." Submission of the demographic questionnaire indicated they self-selected into the study, had read and understood the Notice of Informed Consent form, and agreed to participate in the study.

Teacher information gathered from the online demographic questionnaire included the basic contact information, demographics, years of teaching education, years of teaching in an inclusive setting or in a classroom with students with an Individual Educational Plan, grade level taught, and whether the participant has participated in campus or district inclusion PD. The rationale for these questions was to gather data about teachers' experience and knowledge of inclusion and their participation in any

campus or district inclusion PD. This information helped to confirm potential participants' knowledge of inclusion, experiences with SWDs, PD participation, and years of experience facilitated obtaining participants who possessed the depth of knowledge of the phenomenon that was the focus of this study.

One week after I sent the invitation and consent electronically to each potential participant, I checked the results of the returned notice of consent form and a demographic questionnaire. Upon receiving a returned consent, I sent an email scheduling the interview via a virtual platform using the audio-only function. I provided alternative dates, times, and locations to conduct the interview and arranged the interview during non-instructional time. I also posted a flyer about the study on the campus websites for the approved sample sites. The demographic questionnaire was used to obtain participants who met the inclusion criteria to attempt to reach the target sample of 10-12 elementary general education teacher participants.

After sending the letter of invitation three times over 3 weeks, I had seven participants and had yet to reach the target number of 10-12 participants. Therefore, I conferred with IRB and updated the IRB application so that I could recruit on social media websites that may support the recruitment of potential participants. After approximately 1 month of posting on social media, additional participants were not identified. After receiving the initial seven participants, I conferred with my committee, and it was determined I could proceed with the identified seven participants who meet the inclusion criteria. Therefore, I scheduled and conducted the interviews. I emailed each participant who completed and returned the online Demographic questionnaire and the

Notice of Informed Consent to schedule a date, time, and location to conduct an individual audio conference. Once the interview day, time, and location were confirmed, I followed up by sending an electronic confirmation to the participant, reminding them of the scheduled interview.

Researcher-Participant Relationship

I worked to develop a researcher-participant relationship as a researcher and safeguard each participant by creating a comfortable environment. My role as the interviewer required developing a researcher-participant relationship by obtaining approval to conduct research from the targeted school district and Walden University IRB approval. I strived to make each interaction with the potential participants a quality interaction that included transparency, comfort, and neutrality. Lodico et al. (2010) noted that qualitative researchers must prioritize the relationship with the participants to support the credibility and quality of the data collected (see Creswell, 2012). Thus, participants answered the questions on the demographic questionnaire and confirmed their understanding by self-selecting into the study and submitting the demographic questionnaire. I requested that the participants have the opportunity to provide their personal, non-work-related contact information for communication and for conducting the interviews. I communicated with participants using their personal, preferred non-work email addresses.

During the informed consent process, the participants were instructed to click on a link to answer the demographic questionnaire. The email to participants consisted of an explanation of the purpose of the study, criteria of participation, a summary of the data

collection procedures, the voluntary nature of the study, and any possible risks and benefits of participants, confidentiality, researcher's contact information, and a demographic questionnaire link. I confirmed that they understood the consent process and their rights as a participant. I ensured they knew how to reach me if they had any questions. During the recruitment and consent process, I strived to be open and transparent, giving potential participants opportunities to ask questions about the study and to communicate with me about any concerns. Throughout the interview, I worked on establishing trust with the participant. I confirmed that they read and understood the consent, and the agreement process ensured that all participants understood the expected commitment to the research as voluntary participants in the study.

Protection of Participants

Protection of participants' rights and upholding research ethics is essential to the research process. As evidence of my understanding of the ethical protection of all participants, I completed training with The National Institute of Health (NIH) Office of Extramural Research. In accordance with the IRB policy, each participant will be required to give informed consent before being allowed to participate in this study. In compliance with the IRB regulation, I obtained the participants' cooperation and consent to participate in the research study. I explained the purpose, benefits, and possible effects of the research. I ensured that participants understood that their participation was voluntary and that they could withdraw at any time without repercussions from any party. The identity of participants in this study was protected and confidential. In order to protect the participants' identity, no names were used, and a numeric pseudonym was

assigned to each participant once the consent was completed. Overall, all participants' safety, well-being, and confidentiality were a priority throughout the study. Throughout the recruitment process, I strived to establish trust with the participants and convey to them that I would protect their rights, including confidentiality. All electronic data will be collected and stored on a password-protected computer in my home office. No third party has access to any information collected. Electronic data will be kept secure in a password-protected file on my computer in my home office, including all non-electronic data. I will store this data for 5-years per Walden University IRB protocol.

Data Collection

Data collection methods within this basic qualitative approach were used to analyze the perspectives of experienced elementary general education teachers about PD, supports needed within the inclusive classroom, and perspectives regarding the need for systemic inclusion training for general educators. The data collection for this project consisted of a demographic teacher questionnaire to obtain basic demographics for the selection of participants meeting the specified criteria and semi-structured interviews using a self-designed interview protocol. Prompts and open-ended questions were included as part of the interview process. These data collection methods were sufficient to answer the research questions and generate data to address the problem identified within the target setting. The phenomenon being studied was the perspectives of experienced elementary general education teachers of PD needs and instructional supports to implement inclusive models for SWDs. The interview process was designed

to collect individual perspectives (see Oltmann, 2016). The data collection methods allow the researcher to focus on interactions between the researcher and participants.

In order to explore teachers' perspectives, it was necessary to use specific data collection methods. Oltmann (2016) contended that interviews have been called the key technique used in qualitative research and the most direct, research-focused interaction between researcher and participant. Interviews offer a way to state others' perspectives and develop thick explanations of an assumed shared world analysis for patterns and themes (Oltmann, 2016). This data collection method supported the basic qualitative approach used for this study as the primary data collection tool for this basic qualitative study. I was able to capture the participants' perspectives of district-inclusive PD needs and instructional supports needed to support SWDs in inclusive settings using the targeted experienced elementary general education teacher sample within the study district, DPSD. Qualitative researchers noted that the data collection process is central to the trustworthiness of the qualitative research process (Creswell, 2012; Lodico et al., 2010; Merriam & Tisdell, 2015). Conducting interviews allows the researcher to regulate and structure the data gathered (Oltmann, 2016). When using interviews as a data collection tool, the researcher can direct their focus on the research topic and provide a venue for the participant's voice (Yin, 2014). The strength of a semistructured interview lies in the flexibility of the flow of the interview and the wording of questions. The researcher can respond to participants' responses at the moment through the use of prompts to expand an understanding of the information (see Pathak & Intratat, 2016).

Instrumentation

Although the primary means of data collection was the self-designed semi-structured interview protocol, I also used a demographic questionnaire to support the recruitment of potential participants who met the inclusion criteria for participants. Thus, using both the demographic questionnaire and the self-designed interview protocol supported the collection of information on the central phenomenon that was the focus of this study. I used a demographic questionnaire to gather demographic information about the participants' years of teaching education, years of teaching in an inclusive setting or a classroom with students with an Individual Educational Plan, grade level taught, and participation in inclusion PD, thereby confirming participant inclusion criteria. The demographic questionnaire also supported sharing the participants' preferred method of communication with me during the data collection and analysis process.

The consent form, followed by the demographic questionnaire, was copied into a surveymonkey.com template. Each prospective participant received the Letter of Invitation by email inviting them to participate in the study with the link to the consent form at the bottom of the Invitation. I waited for responses for 1 week from the participants. I followed up with participants who were self-selected into the study and submitted their consent and demographic screener who met the inclusion criteria for the study. I scheduled interviews for participants who were self-selected into the study and provided them with multiple days and times during non-instructional periods to participate in the interview. After 1 week, I had yet to receive the target number of

participants that was 10-12 participants for the study, so I repeated the same recruitment process for 2 successive weeks.

Within this basic qualitative study, I used semistructured individual interviews as the data collection method to investigate the problem that despite the professional development provided for elementary teachers to support SWDs in inclusionary classrooms, elementary teachers still need to be prepared to meet the instructional needs of SWDs effectively. This data collection method was sufficient to answer the research questions and generate data to address the problem identified within the target setting. Merriam (2009) noted that semistructured interviews effectively explore participants' perspectives, perceptions, and experiences and how individuals may view their environment.

Qualitative researchers use interviews to explore phenomena occurring in the natural environment. Oltmann (2016) stated that interviews have been considered the critical data collection strategy used in qualitative research and support direct, research-focused interaction between the researcher and participant. Interviews offer a way to obtain individuals' perspectives who are knowledgeable about the phenomenon being explored, resulting in the collection of detailed, thick descriptions that enables data analysis for patterns and themes (see Oltmann, 2016). The interview protocol was developed with interview questions aligned to the research questions.

I identified a national consulting firm that specializes in capacity building for inclusion of SWDs. I identified a needs assessment tool used by Stetson and Associates that is used to help district and campus leaders build inclusive models of support for

SWDs. In order to develop the interview protocol with interview questions that would align with the research question, I emailed Stetson and Associates and requested to use their needs assessment planning tool and adapt it to develop my interview protocol. I received permission to utilize the needs assessment planning tool (see Appendix B). I developed my interview protocol and probing questions and consulted my chair and second chair regarding my interview questions and probes to ensure that they would support answering the research questions and fulfilling the purpose of the study. The protocols were checked for alignment and content validity by my doctoral committee who includes an expert in qualitative methodology. I made the suggested changes based on my chair's and the second chair's recommendations.

I conducted individual semistructured interview sessions via Zoom for my basic qualitative study. Each interview lasted a maximum of 60 minutes. I used an Interview Protocol that aligned with the study's research questions. Cunningham et al. (2017) stated that using interviews as a data collection tool supports data collection and allows the researcher to identify patterns in the data that pertain to the phenomenon being studied. I followed the interview protocols that I established in order to gain depth responses for this study.

Sufficiency of Data Collection Instrument

A panel of two experts with graduate degrees, experience working with adult learners, and SWDs reviewed the interview protocol. Both experts and my committee members considered the clarity, wordiness, reoccurring responses, open-ended questions, leading or biased questions, technical language, and jargon when providing feedback; I

made changes based on their recommendations. Merriam (2009) contended that semi-structured interviews allow participants to answer one question simultaneously to avoid confusion or jargon. The questions asked in the semistructured interviews were aligned with the research questions.

The interview protocol contained a printed list of interview questions that were read in the order they appeared on the protocol. Probes were used to obtain additional information related to the phenomenon of a study (see Bogdan & Biklen, 2007). Probes also allowed the participants to clarify or modify their responses. A list of probes was contained in the interview protocol if I wished to gather more information about a participant regarding any particular response. Examples of probes included: What did you mean, "I am not sure that I understand you. Would you elaborate on that? Give me an example; tell me why you think it was a positive/negative experience." I designed the interview protocol so that there was additional space to record field notes. Conducting one-on-one semi-structured interviews allowed me to use open-ended questions specific to the study's purpose and phenomenon. The semistructured interview format allowed participants to provide their perspectives of PD needed for effective instruction for SWDs within the inclusionary settings. The interview questions and probes were sufficient to reach saturation with the purposefully sampled participants. For RQ 1, Interview Questions (IQs) 1-13 were used to address the nature of RQ 1. IQs 14-18 were used to address RQ 2. A final question at the end of the interview allowed the participant to add anything else they might want to the interview process. Table 5 reflects the alignment of the Research Questions to the Interview Questions.

Table 5*Interview Protocol and Alignment of Research Questions with Interview Questions*

Research Question	Interview Question
<p>RQ1. What are the perspectives of elementary school teachers, who have experience working with students with disabilities in inclusive settings, regarding the PD needs to implement inclusive models for SWDs in the study district?</p>	<ol style="list-style-type: none"> 1. Describe the inclusionary models used to support SWDs in the general education setting. 2. Describe the process used to develop the (master) schedule of support for SWDs at your campus? 3. How is the level of support for SWDs determined? (teacher/asst.) 4. How is the frequency of support for SWDs determined? (days/p/wk./hours/minutes, etc.) 5. What interventions are used when students are not successful? 6. Describe the strategies used by teachers to instruct SWDs. 7. Describe the collaboration between the general and special education to support SWDs 8. How are planning periods coordinated between GT & SET s to support the instruction for SWDs? 9. What role do school leadership play in supporting systems used in the inclusive instruction of SWD? 10. What actions can school leadership take to build capacity to support inclusion of students with disabilities in the general education classroom? 11. What, if anything, is working with the structure and system of supports for inclusion of SWDs? 12. What, if anything, needs to stop with the structure and systems of support for inclusion of SWDs 13. Describe how campus and district PD enhanced your knowledge and skills for teaching SWD?
<p>RQ2. What are the perspectives of elementary school teachers, who have experience working with students with disabilities in inclusive settings, regarding the instructional supports to implement inclusive models for SWDs in the study district?</p>	<ol style="list-style-type: none"> 14. Describe the skills and knowledge you gained from PD that has helped you the most in your instruction of SWDs? 15. Describe the skills and knowledge presented in PD that has not influenced your teaching SWDs?

*Table 5, Continued**Interview Protocol Alignment of Research Questions to Interview Questions Continued*

Research Question	Interview Question
	16. Describe strategies used for teaching SWDs which you learned outside the PD provided by the campus or district
	17. Have you received effective training in order to instruct SWDs in the inclusive setting?
	18. What experiences have influenced your decisions in deciding what practices to use within your classroom in order to address the needs of SWD?
Final Interview question	Is there anything you would like to add about your PD experiences and/or your teaching experiences with regard to inclusion. of SWD?

Processes for How and When Data Were Generated, Gathered, and Recorded

The consent form, followed by the demographic questionnaire, was copied into a Survey Monkey template. Each prospective participant received the Letter of Invitation by email inviting them to participate in the study with the link to the consent form at the bottom of the Invitation. I waited for responses for one week from the participants. I followed up with participants who were self-selected into the study and submitted their consent and demographic screener who met the inclusion criteria for the study. I scheduled interviews for participants who were self-selected into the study and provided them with multiple days and times during non-instructional periods to participate in the interview. After one week, I had yet to receive between the 10-12 target number of participants for the study, so I repeated the same recruitment process for two successive weeks. Thus, I tracked the return of forms through Survey Monkey and used my Walden email to schedule the participant interviews. I recorded interviews using the audio recording feature only in Zoom's virtual platform. I used Google to transcribe the audio-taped interviews into a Google document. I compared the audio files to the transcriptions

making the necessary corrections so that the transcription accurately reflected the audio file content for each participant.

Systems for Keeping Track of Data

I followed a procedure consistently for obtaining consent, securing the interview, and concluding the interview. All interview sessions were scheduled by email and conducted at the agreed time using the agreed-upon format and desired location. After receipt of the demographic questionnaire, participants self-selected via an electronic link into the study and provided informed consent. Participants were asked to print a copy of the consent form for their records. At the outset of the interview, the information on the consent was reviewed with the participants. I allowed participants the opportunity to clarify any questions about responsibilities and reminded them that their participation was voluntary and that they could withdraw their participation at any time. I met each participant at the mutually agreed upon time via Zoom during non-instructional time. I established a rapport through preliminary discussions not associated with the topic of this project study. To confirm that all participants felt at ease throughout the interview process, I described the purpose of the study, the research procedures, and procedures to protect confidentiality. Participants were informed about how all identifying information would be kept confidential and how I would use open-ended questions in the semi-structured interviews to promote more full-bodied responses. Creswell (2012) contended that open-ended questions allow participants to individualize their responses.

In order to maintain the confidentiality of participants, each participant was assigned a numeric pseudonym upon completion of the informed consent, receipt of the

demographic questionnaire, and confirmation of the inclusion criteria. I labeled each participant's interview with a numeric pseudonym to protect confidentiality and explained this procedure to the participants. The assigned numeric pseudonym was written on the participant's interview protocol to keep track of each participant. Upon completion of the interview, I followed a specific process for keeping track of the data gathered. I transcribed each interview verbatim into Google Docs. Using Google Docs, transcriptions allowed me to easily code, analyze, retrieve necessary information, and store the confidential data collected (see Yin, 2014). I minimized any possible ethical issues, such as confidentiality risks, by following a specific interview protocol and storing all information (see Yin, 2014). After obtaining the audio files following the interviews, I transcribed the interviews within 24-48 hours. I sanitized the transcripts for any personally identifiable information that could divulge the identity of the district site or the participants.

I also used field notes to record reflections during the interviews and also used a researcher's journal to capture my thoughts regarding the interview process. All notes, journals, bracketing, code book, and transcripts were cataloged using the participant's pseudonym and filed in my personal home office, which only I can access. Electronic files, such as the audio files of the interviews, are saved on my personal laptop, which only I have the password to access. I used member checking so that participants could provide their input into my interpretation of the draft findings for this study. I sent the draft findings to the participants and requested their input or comments regarding my summary of the draft findings. I did not receive any responses from the participants

regarding any necessary corrections. Creswell and Poth (2018) noted that assessing the accuracy of the findings is important with regard to the credibility of the data and minimizing any ethical issues. I used a researcher's journal, recorded detailed field notes, followed a specific standard protocol for conducting interviews, and conducted member checking to ensure the quality of the data (see Lodico et al., 2010; Phillippi & Lauderdale, 2018).

Access to Participants

I accessed the participants once I obtained Walden IRB approval and secured official approval to conduct research from the target district gatekeeper and the elementary campus school leadership. I accessed the potential participants by using open public records for the elementary sites contained in the district application to conduct research.

I emailed the Letter of invitation from my Walden email to the general education teachers in the elementary school sites using the email addresses of general education teachers obtained through open public records from the designated sample school from public campus websites. Consent to participate in the study was accessed through a link at the bottom of the emailed Letter of Invitation. If participants were interested in the study after reviewing the Letter of Invitation, the participant clicked on the link at the bottom of the Letter of Invitation that allowed the participants to access the online consent form and demographic questionnaire. The Notice of Informed Consent form and Demographic questionnaire included the expectations for participation and a box to check "I Agree." Submission of the demographic questionnaire indicated they self-selected into

the study, had read and understood the Notice of Informed Consent form, and agreed to participate in the study.

Role of the Researcher

My role in this basic qualitative study as the researcher is an external, non-participant role. I have been employed by the study school district for 25 years. My role for the last three years, I have been a Title I reading instructional specialist. I support teachers and students with instructing and learning reading. I also serve in the role of testing coordinator and supervise the administration of the district and state assessments. Before serving in this role, I served as a general education elementary teacher for 23 years in the study district, working at five elementary sites. I do not and have not had any supervisory authority over teachers in the school district. I did not include participants from the school in this study where I am presently employed to guard against potential biases. Throughout conducting this study, I carefully assessed my role as the researcher and addressed any possible biases I might have to neutralize any conflicts of interest that could arise.

As an external, non-participant observer and employee in the district under study, I have my own opinion and views on different topics. According to Merriam (2009), researchers should identify their biases and understand how they could shape the data collection and affect data analysis. In order to ensure there were no biases in my interviews, I maintained a researcher's journal throughout the study. I ensured that I recorded all my biases prior to each interview scheduled. Golden (2017) stated that to improve the data's validity; the researcher must set aside one's understanding, judgment,

and knowledge to begin the research process with an objective mind. By asking open-ended and probing questions, participants could explain their perspective(s) related to the questions.

Data Analysis Methods

The data analysis process is essential to answering the two questions outlined in this study. Qualitative analysis is the process used to analyze the information collected and to make meaning of the data collected in relation to the phenomenon being studied (Merriam & Tisdale, 2015). According to Creswell and Poth (2018), data analysis involves sorting, coding, and searching the data for similarities, differences, and patterns. The collection of enough data is critical in order to provide a clear understanding of participants' perspectives; It is also vital to use a data analysis system that will yield understanding and the ability to communicate an explanation of the patterns and themes found in the data (see Assarroudi et al., 2018). For this basic qualitative study, data analysis involved an iterative process of examining and reexamining these data to allow for reflection to ensure that the data analyzed were focused on general educators' perspectives of the district's systems and structures to address the needs of the inclusive classroom and needed PD that supports inclusion.

I used content analysis to analyze the information collected from participants in this study. Content analysis is more than counting words and involves classifying vast amounts of information into patterns with the intention of providing "knowledge and understanding of the phenomenon under study" (Downe-Wamboldt, 1992, p. 314). In content analysis, the researcher systemically classifies words, phrases, and paragraphs by

identifying codes, categories, and themes or patterns (Downe-Wamboldt, 1992; Hsieh & Shannon, 2005). The data analysis for this study included the explicit methodical strategies of coding and categorizing the interview data. This inductive process is a salient means that enables researchers to sufficiently analyze qualitative data to describe the main phenomenon (Merriam, 2009). Bengtsson (2016) contended that coding is a process that includes identifying text excerpts of participants and is used to select excerpts of text that are then coded using various Round 1 coding techniques. Thomas (2008) noted that an inductive process was simple and supported the researcher in identifying salient data that are critical to interpreting the data collected. I used a 5-step process described by Yin (2016) that encompasses (a) collecting or compiling, (b) disassembling, (c) reassembling, (d) interpreting, and (d) concluding. Near the end of the process, the interpretation step allows a researcher to tie in their understanding that calls for action, reform, and change (see Creswell, 2012). In the next section, I describe the data analysis process and how I applied each of Yin's 5-Step processes to this basic qualitative study. In addition, I also describe the data analysis results.

Data Analysis Results

I conducted seven semistructured interviews with educators using a Zoom platform. I used Content analysis, a form of data analysis that includes developing inferences from information or data collected in visual, written, or verbal forms (see Bengtsson, 2016). The intent of content analysis is to find meaning, context, or intention (Bengtsson, 2016). I also recorded interview field notes in a reflective journal that included my thoughts and observations of the participants' nonverbal communication

during the interview process (see Wa-Mbaleka, 2019). I analyzed the transcriptions of the interviews and notes from my reflective journal using Content analysis. Yin (2018) notes that the order for data analysis includes: (a) compiling, (b) disassembling, (c) reassembling, (d) interpreting, and (e) concluding. In the next paragraph, I discuss the process for analyzing my data.

I conducted a qualitative content analysis of the information collected from the seven participants meeting the inclusion criteria. In addition to using Yin's 5-Step method of data analysis, I conducted content analysis and employed both a priori and open coding. A priori coding, a form of deductive coding using the conceptual framework, and open descriptive coding, a form of inductive coding, to conduct my data analysis. I used an Excel spreadsheet to organize the text excerpts. I coded, copied, and pasted the text excerpts into the spreadsheet for analysis using pivot tables following each round of data analysis.

Collection and Compilation

I collected information via semi-structured interviews from seven participants who met the inclusion criteria for this study. The first step was compiling the collected information (Yin, 2018). There are several steps to the inductive coding process. Initially, I transcribed each interview and prepared them for coding within 24 – 48 hours after completing the interview process for each participant. I transcribed the interview data into a Google document by listening to the audio recording and typing each participant's responses. Google was the preferred option for transcription based on my practice and familiarity with the Google platform. Next, I checked the audio recording with the

transcriptions to ensure they accurately matched each other and to remove any identifiable information. After listening to the audio recordings for the second time and ensuring the accuracy of the transcripts, I read and reread the interviews many times using the phases of data analysis described by Yin (2018). Then, I reviewed each participant's transcript to understand better what each participant conveyed regarding the interview questions. I read each participant's responses to each interview question to develop a sense of the participants' perspectives related to the corresponding research question. I used a reflective journal to continue to record my thoughts regarding the information shared by the interview participants and my thoughts during the data analysis process. Saldana (2021) noted that it is important for qualitative researchers to record, through a reflective journal or analytic memos, reflections, and insights as they progress through the data collection and analysis process. I immersed myself in the data as I read and reread each transcript. In the next step of data analysis, I disassembled the data.

Disassembly

After compiling the information, I disassembled the data (see Yin, 2018). I then sorted and arranged the data by participant and interview question. I began the process of organizing the data into chunks of text, then into categories, and labeling them with descriptive language, using specific terms to reflect the participants' communication during the interviews (see Creswell & Poth, 2018; Stake, 2013). I conducted my first round of coding using open coding. I reviewed the participants' transcripts and assigned codes to phrases that represented their perspectives on experienced general education elementary teachers' perspectives of their PD needs to effectively implement inclusion for

SWDs and how inclusionary PD may positively influence SWDs' instructional skills. In the first round of open coding, I identified 43 codes. I used an Excel spreadsheet to compile text excerpts I coded in my interview transcripts. I pasted the coded text into the spreadsheet and used a pivot table after each coding round. After completing my first round of coding, I conducted a second round of open coding and looked for commonalities among the initial 43 identified codes. This approach allowed me to identify emerging codes, commonalities, and patterns that responded to the research questions and conceptual framework (see Merriam & Tisdell, 2016). In my second round of open coding, I further collapsed the coded text looking for commonalities and categorized similar codes. I examined the grouped codes and the text associated with the second-round assigned code and identified words or phrases that were grouped together into categories (see Yin, 2018). Thus, I reduced the number of codes in the second round of coding, with 22 open codes remaining after the second round of open coding (see Table 6). Table 7 reflects a sampling of the open codes identified and corresponding text excerpts from open coding.

Table 6*Round 1 to Round 2 Open Coding*

Open Codes Round 1	Open Codes Round 2
inclusive instructional strategies	adaptive strategies
inclusive strategies	
strategies	
assessing and grading	assessing and grading
build partnership	build partnership
cultural awareness	
shared responsibility/accountability	
build skill set	build skill set
resources	
co-teaching	co-teaching
collaboration	Collaboration
Confidence	confidence
student based instruction	data based instruction
student growth	
accommodation/modifications	differentiation/modifications/accommodations
differentiation/modification	
differentiation/modification/intervention	
effective instruction	positive result
Follow-up	Follow-up
heterogeneous classroom	inclusive classroom
content specific	inclusive PD
focused PD	
inclusive instruction	
inclusive PD	
school based PD	
teacher lead/learner	
curriculum modification	modified curriculum
instructional flexibility	
modified curriculum	
Planning	Planning
pull out/push in	pull out/push in
implementation	real time experiences
real time experiences	
scheduling	scheduling
set support schedule	
time to collaborate	
shift perspectives	shift perspectives
additional supports	support personnel
support services	

Table 6, Continued

Round 1 to Round 2 Open Coding, Continued

Open Codes Round 1	Open Codes Round 2
tiered intervention	tiered intervention
identifying students' needs'	understanding of disabilities/abilities
knowledge of SWDs services	
understanding of disabilities/abilities	

Table 7*Sampling of Open Codes and Text Excerpts by Participant*

Participant	Open Code	Text Excerpt
P1	adaptive strategies	We have so many PD for TAG, but not any on teaching SWD. Why don't they have one for teachers that are teaching in inclusion that gives us strategies we could use like here is the next coolest thing you can use.
P5	adaptive strategies	[I need] more strategies I can implement with all different types of learners and making sure it is beneficial to all of their needs.
P6	assessing and grading	I agree we need to have clear guidelines for grading and assessments.
P5	build skill set	Provide teachers with strategies that can help our students.
P4	build skill set	The other thing they can do is have people come in to help you build your capacity.
P4	co-teaching	[we need] special education teachers being a co-teacher in the classroom.
P2	collaboration	The majority of it [PD] was based on planning the main lessons and it wasn't enough time to plan with the special education teachers.
P7	collaboration	Communication is key so that you can help one another, sharing ideas, collaboration, feeling that everyone is a part of the team to reach our common goal which is what is best for the student.
P1	inclusive classroom	...create more of an inclusive classroom that will allow them to learn from each other or a heterogeneous classroom
P1	Scheduling	The specialist coming in during my specials is not well planned.
P6	shift perspectives	Implement more PD and training and get our SPED teacher to change their mindset from looking at it as a job but to look at it as what they would want for their children

Table 7, Continued

<i>Sampling of Open Codes and Text Excerpts by Participant, Continued</i>		
Participant	Open Code	Text Excerpt
P7	real time experiences	We need to experience it [co-teaching] because we are the one teaching them
P6	inclusive PD	I feel like we revisit stuff all the time like safety school videos; inclusion should be required too.
P6		[we need] an understanding of the differences between accommodations and disabilities

Reassembly

Following Rounds 1 and 2 of open coding, an inductive process, I continued to immerse myself in the data looking for patterns in the coded information from Rounds 1 and 2 of open coding and a priori coding. Next, I analyzed the Round 2 coding for patterns to identify categories. I began reassembling the data after Round 2 of coding and after conducting the a priori coding. I examined the Round 2 codes and considered the messages that the participants conveyed to me during their interviews. I used a pivot table in the Excel spreadsheet to see relationships between codes and categories. I examined my researcher's journal and reflective notes. I read and reread the transcripts to continue to immerse myself in the data. I continued the inductive coding process by reassembling the coding from Rounds 1 and 2 of open coding, and I identified categories that represented the meaning of the Round 2 codes. Table 8 represents the Round 2 Codes to Categories.

Table 8*Round 2 Open Codes to Categories*

Open Codes Round 2	Categories
adaptive strategies	PD Content
assessing and grading	PD Content
build partnership	PD Content
build skill set	PD Content/ Positive Result
co-teaching	PD Content
differentiation/modifications/accommodations	PD Content
tiered intervention	PD Content
understanding of disabilities/abilities	PD Content
Collaboration	PD Systemic Change/
data based instruction	PD Systemic Change
inclusive classroom	PD Systemic Change
modified curriculum	PD Systemic Change/ Positive Result
Planning	PD Systemic Change
pull out/push in	PD Systemic Change
Scheduling	PD Systemic Change
shift perspectives	PD Systemic Change
support personnel	PD Systemic Change
Confidence	Positive Result
effective instruction	Positive Result
inclusive PD	PD/Format
real time experiences	PD/Format

After completing the second round of open coding and combining the codes into categories, I collected excerpts from the participants' responses for the assigned codes into categories that were similar. Doing this also allowed me to see which data were important. Next, I reviewed interview data for a priori codes based on the conceptual framework.

In conducting the a priori coding, I used the conceptual framework that was supported by Guskey's model of professional development (1986, 2002) and Knowles's theory of adult learning (1984, 2002). Table 10 reflects the a priori codes identified for

text excerpts related to the respective theories that comprised the conceptual framework.

Table 10 reflects a sampling of the text excerpts and the corresponding deductive code associated with the conceptual framework.

Table 9

A Priori coding by Framework and Count

A Priori code	Conceptual Framework	Count of Coded Text Excerpts
◆ Change in classroom practices	Guskey	60
◆ Change in attitudes and beliefs		
◆ Change in learning outcomes of students		
◆ Input based on perceived needs from stakeholders		
◆ Acquire knowledge/skills	Knowles	77
◆ Facilitator of knowledge		
◆ Involvement in Development and evaluation		
◆ Problem-centered		
◆ Real world		

Table 10

Sampling of A Priori Codes and Text Excerpts by Participant

Participant	A priori code	Sample quote
P1	Stakeholders	working with children you also work with the parents
P3	Change in classroom practices (Guskey)	Open communication and the willingness to change and adapt the strategies that work and the willingness to adapt the strategies that don't work.
P4	Input based on perceived needs (Guskey)	Another thing is piling all the children in one class because that stresses everything in the class.
P7	Change in classroom practice and learning outcomes (Guskey)	The IEP is the bible, it is the blueprint to follow you are supposed to follow, but the daily interactions in the classroom determine that you need other resources or strategies to meet the students' needs.

Table 10, Continued

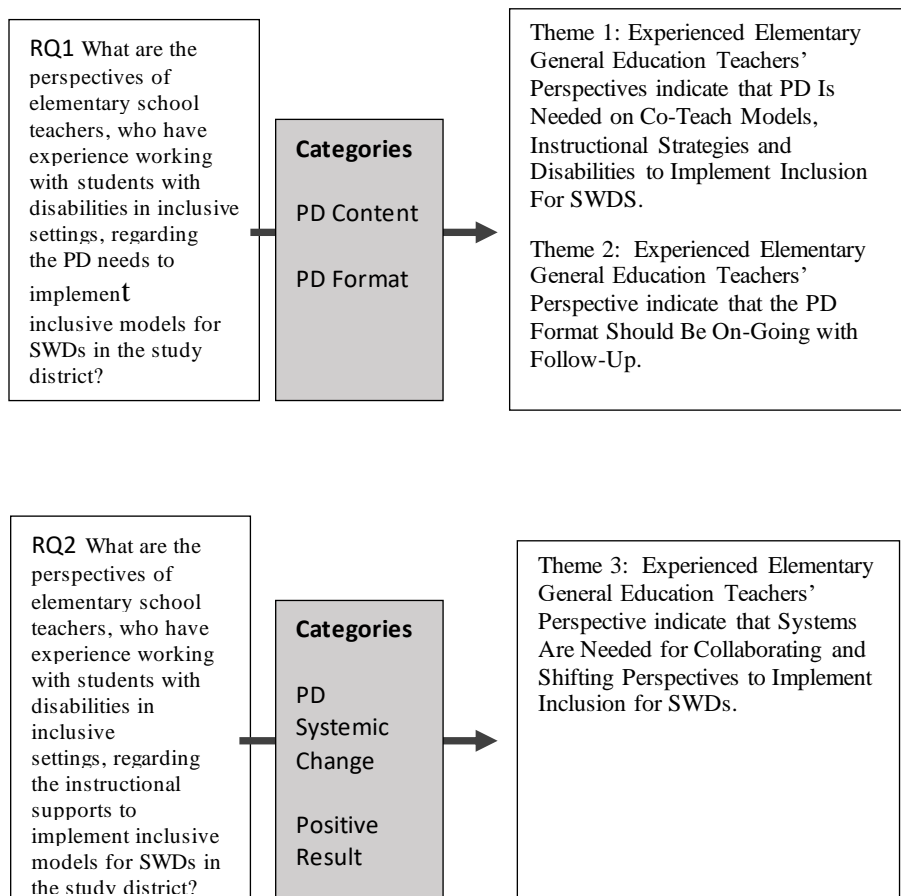
Sampling of A Priori Codes and Text Excerpts by Participant

Participant	A priori code	Sample quote
P6	Change in attitudes and beliefs (Guskey)	Some SPED teachers think like I know that working with a particular student for all these years I know vs maybe you see something I don't. I am like you're saying they can't do something and I am like here is the evidence they can do it.
P6	Change in attitudes and beliefs (Guskey)	Now, people are like they don't agree with them being in a gen ed class and they need to go back to it, [pull out], but I am like why you are putting them in a box. ...you don't want to deal with them and all that it entails but you are quick to put them back in there because you are not equipped and you are not equipped because you don't want to figure it out
P3	Acquire skills/knowledge (Knowles)	Open communication and the willingness to change and adapt the strategies that work and the willingness to adapt the strategies that don't work
P4	Involve stakeholders (Guskey)	We need to stop stretching special education so thin. We need to decrease their caseloads. ...another thing is piling all the children in one class because that stresses everything in the class
P6	Skills and knowledge (Knowles)	I would say stop putting everything on gen ed teachers and when I say that, when it's your job as a SPED teacher is to make sure the student gets their accommodations.
P2	Shift in attitudes and beliefs (Guskey)	They have given me strategies I never heard of. I feel like the system training(s) are good but not in depth.
P6	Skills and knowledge (Knowles)	
P6	Involved in development and evaluation (Knowles)	I know our SPED teacher sits down with the SPED chair and they work their schedules out and us as teachers are flexible.
P5	Involved in development and evaluation Problem-centered	The special education schedule is based on how many hours a student needs; their schedule is based on the number of IEP hours. Their schedule is developed around the schedules of their students' needs.

Next, I reflected on the association between a priori codes developed from the conceptual framework and open codes to develop themes from categories by looking at the coded words and text together.

Interpretation

As a qualitative researcher, it is my goal to represent, through my analysis, what the participants conveyed during their interviews related to the purpose of the study. Therefore, in the interpretation step, I began to make decisions regarding the codes and categories identified (Saldana, 2021). Once I identified categories, I then collapsed the categories into three themes, with approximately fifty percent related to Theme 1, twenty-five percent related to Theme 2, and the remaining twenty-five percent related to Theme 3. The three resulting themes from the data analysis were related to the study research questions. For Research Question 1, the two themes were: (a) Theme 1- Experienced Elementary General Education Teachers' Perspective is that PD is Needed On Co-Teach Models, Instructional Strategies and Disabilities to Implement Inclusion for SWDS, and (b) Theme 2 – Experienced Elementary General Education Teachers' Perspective is that PD Format Should be On-Going with Follow-Up, and for Research Question 2, (c) Theme 3 – Experienced Elementary General Education Teachers' Perspective indicated Systems are Needed for Collaborating and Shifting Perspectives to Implement Inclusion for SWDs. Figure 1 includes research questions, categories, and three emerging themes associated with each group of codes for each research question.

Figure 1*Research Questions, Categories, and Themes***Conclusion**

Overall, I used an iterative, reflective iterative process to analyze the information collected from seven participants for this basic qualitative study. I employed Yin's 5-step data analysis process supported by a content analysis process that included using both a priori coding, a form of deductive coding, and open coding, a form of inductive coding, to examine the data collected from participants. I utilized a spreadsheet and pivot tables examining text excerpts of coded words, phrases, and paragraphs. The pivot tables

allowed me to see coding patterns and relationships between the coding approaches visually. In the next section, I review the themes for each research question and supported text excerpts from selected participants. The results for RQ 1 and RQ 2 are described in the subsequent section with supporting text excerpts from participants.

Theme 1

The first major theme that emerged from the interview data reflected that all seven educators' perspectives indicated PD is needed in co-teaching models, instructional strategies, and disabilities to implement inclusion for SWDs. Educators' responses during interviews reflected that educators perceived the need for PD related to the implementation of co-teaching instructional models in general education classrooms, alternative instructional strategies to use with SWDs, and a deeper understanding of students' disabilities, including the characteristics of specific disabilities of SWDs in the inclusive classroom including the implications for instruction based on student's individual needs aligned to the disability. Participants described Co-Teach models as being a general education teacher and special education teacher teaching together in the same classroom. All seven participants conveyed that Co-Teach models were implemented partially in previous years. All participants indicated they had attended some PD related to instruction for SWDs in the general education classrooms; however, the majority of the PD they attended was content-based. P5 explained I have yet to attend a lot of SPED PDs offered by the county, but the PDs I have attended are content based. Participants described content-based PD as PD-related academic subject areas or technology. Participants proffered that the PD the district officials afforded them did not

focus specifically on disabilities and strategies to use in inclusive classrooms. The participants indicated they were aware of inclusive PD being offered to special education teachers; however, inclusive PD had yet to be provided to general education teachers. The majority of the participants noted that the inclusive PD they have received has been school-based and that the PD needed to be systemically designed. P1, P2, and P3 stated that there is only a little systemic inclusive PD for general education teachers. P4 stated:

More time and money should be put into PD about teaching our SWDs. It would help us with teaching our SWDs and our students that need to be working to their level, and it would even help us with our talented and gifted students.

Participants indicated that the needed inclusive PD should provide general educators with instructional strategies needed for the inclusive setting. Several participants mentioned that they have had some school site-based PD that focused on strategies to use with SWDs. P7 stated, "We need to know how to instruct these students, and the training we need is on understanding the culture of the students in front of us." Participants perceive that PD should be designed to model how general educators should implement instruction in the inclusive setting. All participants stated that their skills needed to be further developed in terms of strategy instruction and adaptive strategies to accommodate and modify instruction of the general education curriculum to meet the needs of SWDs. P2 indicated that PD should be interactive and allow general educators to do more things hands-on... allowing for more opportunities for listening to others and finding different ways to do things. General educators noted the need to learn about the

various types of disabilities and best practices to implement within the inclusive classroom.

The participants' responses indicated a need for inclusive PD that included a focus on the various types of disabilities and abilities and identifying students' needs properly. There must be a level of understanding of the differences between a student that has a learning disability, attention deficit disorder, attention deficit hyperactive disorder, autism spectrum disorder, dyslexia, etc., in order to actively and effectively engage SWDs in the learning process. It is not only necessary to have an understanding of the differences between the various types of disabilities but also the difference between accommodations and modifications. Also, a level of understanding of the difference between differentiation and interventions. P2 stated, "We need an understanding of the differences between accommodation and disabilities." P5 stated, "We all learn differently, at different paces, and it can be frustrating at times. It is not an easy mind-settling experience." Participants indicated that students learn at different levels and in many ways, and teaching SWDs cannot always be cookie-cutter. P2 stated, "General educators need to understand the difference between accommodations and disabilities."

Implementing various strategies to work with SWDs was also a PD needed based on the findings. Participants indicated that more than having content pedagogy is needed. Being equipped to use different instructional strategies would benefit all different types of learners. P7 stated, "The more strategies I can implement with all different types of learners will help with making sure it is beneficial for all of their needs." P7 also stated, "The county PDs I have attended have given me strategies, but they have not gone into

great depth with how to implement them with students with various abilities and disabilities." Participants indicated that knowing and understanding different strategies builds their ability to instruct all students within the inclusive classroom setting effectively.

Based on the data findings in Theme 1, the experienced elementary general education teachers' perspectives indicate that inclusive PD needs to be implemented that focuses on co-teaching models, instructional strategies and disabilities to implement inclusion for SWDS. Teachers perspectives also indicate that more systemic PD is needed on inclusion.

Theme 2

Participants perspectives indicated that inclusive PD should be ongoing with follow-up. The educators that participated in the study described how inclusive PD that does occur in the school district is ongoing and needs follow-up. All seven participants shared that inclusion is the access to education for SWDs in a general education classroom with their peers not identified with special needs. P1 stated, "Our PDs should not be something that should happen at the beginning of the year but should be ongoing." This statement was consistent with the participants' responses regarding their perceived need for ongoing inclusive PD. P3 stated, "Increasing the amount of PD instead of having it just once or twice a year is needed." They also added that the PD can be all-inclusive.

The opportunity to develop this understanding based on participants' responses will come through ongoing PD and follow-up. "The opportunity to collaborate during PD based on participants' responses can build a general educators skill set. P7 stated, "Open

communication and the willingness to change and adapt the strategies that work and the willingness to adapt the strategies that don't work allows educators the opportunity to learn from one another." The responses from participants also indicated that the PD format must be real-time.

Based on participants' responses, PD must be real-time, meaning it should be current and focus on the actual needs of SWDs in today's inclusive settings. P7 indicated that. "Real-time experiences will be helpful and let me see it in action in our current state and with our students today." The opportunity to see the strategies at work within a current inclusive classroom was a response given by many participants. P1 stated, "We need to experience it since we are the ones teaching them." Participants responded that seeing the strategies at work in an actual inclusive setting would allow the opportunity to learn how to adapt and utilize the strategy/strategies within the inclusive setting. P1 stated, "Using the best strategies for my students comes from having a relationship with the student and collaborating with my SPED teacher." After learning about adaptive strategies, building a skill set, and collaborating with other educators, all participants perceived that follow-up and additional PD are needed.

Participants in this study indicated that no follow-up occurs after PD. All participants perceived that additional inclusive PD and follow-up are needed systemically more than once a year.

P4 stated:

No follow-through occurs; they stop it once we know how to implement something fully. No one comes out and asks how something is working. They do not ask for feedback, they stop implementation, and we become jaded.

All seven participants in this study's perspectives indicated that there was a need for follow-up after PD has occurred. P7 indicated, "We need to be able to digest and have the opportunity to use it and then come back and move forward." Follow-up is necessary when implementing what was learned in PD to determine what is working and what changes need to be made. Follow-up PD would allow educators the opportunity to collaborate after implementing what was learned in inclusive PD in the actual inclusive setting.

All seven participants stated that having the opportunity to collaborate will provide more time to listen to others. Also, participants indicated they needed the opportunity to find different ways to implement what was learned and how it can be modified to meet SWDs' needs best. All participants in this study also stated that follow-up and feedback are essential to meet the needs of general educators instructing SWDs in inclusive settings. Based on the data findings for Theme 2, the experienced elementary general education teachers' perspectives indicated that inclusive PD format should be ongoing with follow-up.

Theme 3

Participants indicated that systems are needed for collaborating and shifting perspectives to implement inclusion for SWDs.

P2 stated:

Now, people don't agree with being in a general education class, and they need to go back to it, but I am like, why you are really putting them in a box. Like yeah, you want them to go back to self-contained classrooms because you don't want to deal with them and all that it entails, but you are quick to put them back in there because you are not equipped and you are not equipped because you don't want to go and figure it out.

All participants in this study stated that inclusion is not going away but is a reality for general education classrooms, and changes must occur within educators and the systems perspectives of SWDs.

Participants in this study believe that the perspectives of special education teachers must also shift as inclusive classrooms in the study school district become fully inclusive settings. P2 stated,

Some SPED teachers think like, I know from working with a particular student for all these years what works best for them. They take the stance that I know what is best versus maybe you see something I do not. Sometimes I am like you're saying they can't do something and I am like here is the evidence they can do it.

Some participants need to be made aware of what SPED teachers do when pulling students out for services which is also a perspective that needs to shift. P2 stated, "I do not really personally know what they do when they are at their pull-outs, but I do know they open up the few times I have seen them with the SPED teacher."

P1 stated, "I will say stop putting everything on general education teachers and when I say that when it's your job as a SPED teacher to make sure the student gets their accommodations." This perspective indicates there is a need for general educators in inclusive to understand that they are to collaborate with the SPED teacher concerning instruction within the inclusive setting. P2 stated,

Do not put them in a box because they require special education services.

They do not need a box to be in or treated any differently. Yes, they may need a few extra steps or a small amount of hand-holding but stop opening your mouth to say a student cannot do something.

All participants in this study indicated that there is a need for general educators and SPED teachers to collaborate consistently. They indicated that lesson planning should be collaboratively done to ensure that the necessary modifications, differentiations, and accommodations are needed for students to access learning successfully. P2 stated:

Planning together for SWDs and with the SPED teachers that have known them for so long will allow them to give me some strategies or resources to use that are related to the way they have seen them flourish instead of that is too hard to give them something different or you need to find a different assignment.

Based on the data, all seven participants indicate that communication between SPED teachers and general educators is necessary for effective instruction that meets all students' needs within the inclusive setting. P1 stated, "Communication is key so that you can help one another, sharing ideas, collaboration, feeling that everyone is a part of the

team, to reach our common goal which is what is best for the student." Based on all seven participants' responses, communication between general education and SPED teachers takes a strong SPED teacher. P2 stated, "It takes a strong SPED teacher to collaborate with a general education teacher." The participants perceived this as necessary for effective instruction to occur within the inclusive classroom derived from collaborative planning with both SPED and general educators.

Overall, the perspectives of experienced general educators towards inclusion and that of SPED educators towards general educators' affect instruction within the inclusive classroom. All seven participants indicated that there needs to be a shift in the perspectives of both general and SPED educators towards one another for effective collaboration to occur and to address the needs of SWDs inside the inclusive classroom. In the next section, I discuss discrepant cases and evidence of quality.

Discrepant Cases

The possibility for discrepant cases as part of being unbiased during the data analysis was something I was open to. I did not find myself questioning any of the study's participants' responses during data analysis. As I reviewed the transcripts, commonalities in participants' responses were noticed, which helped to minimize my bias. I observed no discrepant or outlier cases in the interviews. Variations were observed in the participants' perspectives of how their district identified inclusion and co-teaching models; however, no cases emerged in which a participant reported a perspective that needed to align in some manner with the perspectives of other participants.

Evidence of Data Quality

Credibility Strategies

Credibility was essential to improving the quality of the data collection and analysis process. In order to provide participants with clarity of the purpose of this study or the data collection process involved, I offered the opportunity to build a rapport and establish trust and dependability, and to answer any questions regarding the study prior to beginning individual Zoom interviews. Participants must feel comfortable and accepted for the data to be useful and meaningful (Nelson, 2021).

In qualitative research, specific strategies are recommended by researchers to promote evidence of data quality. Interviews that are open and allow for the participant to freely express their views reduce the possibility of misrepresentation of their perspectives (Merriam, 2009). Yin (2014) states that when studying the perspectives and beliefs of participants, there are bound to be situations that stand out of the ordinary or expected behaviors; researchers are responsible for accounting for all the data. Other strategies researchers recommend include member checking, using a reflective journal, and checking and rechecking the data (Creswell, 2012). Member checking, peer review, and field notes were used to ensure the credibility of the findings.

Member Checking

Member checking provides a way for the researcher to ensure the accurate portrayal of participant voices by allowing participants the opportunity to confirm or deny the accuracy and interpretation of data, thus adding credibility to the qualitative study (Candela, 2019). Participants were asked whether the written draft finding

accurately represented their perspectives. Member checks were completed at the end of the study, which allowed the participants to affirm their views, thoughts, and experiences about the findings or the opportunity to add additional data. Participants stated they did not have any additions or changes to the draft findings.

Peer Review

Member checking includes accessing the participants' perspective regarding the researcher's interpretation of the information; peer review is a process involving a peer who is not a stakeholder in the research study but knowledgeable on the topic or process of the study (Nelson, 2021). Peer review was used to examine the data to provide different perspectives of looking at the data. After conferring with my chair, I changed the wording of my categories to align with the research questions. After creating the initial themes and conferring with my chair, the themes were changed to align with the a-prior coding and the conceptual frameworks.

Interview Field Notes

Qualitative field notes are an essential component of rigorous qualitative research. The majority of qualitative research methods encourage researchers to take field notes to enhance data and provide a rich context for analysis (Phillippi & Lauderdale, 2018). A reflective journal was kept as field notes during interviews. The interview field notes included the following information; time, date, and participant information. The field notes served as a place for self-reflection during and after interviews. The field notes were useful in helping me to be aware of my potential biases and experiences as an

educator in the study school district that has minimal to no PD for general educators on inclusion in the general education setting.

Summary of Findings

The local problem investigated by this study was that despite the professional development provided for elementary teachers to support SWDs in inclusionary classrooms, elementary teachers still need to prepare to effectively meet the instructional needs of SWDs. In this study, I focused on gaining information on experienced general education teachers' perspectives of the PD needed to support SWDs in inclusionary settings and how teachers perceive inclusionary PD may positively influence SWDs' instructional skills at the elementary study sites. Guided by Guskey's model of teacher change and Knowles' andragogy theory, this study explored educators' perspectives of the PDs needed to effectively implement inclusion and how inclusionary PD may best support SWDs' instructional skills in the elementary setting. Guskey's (2002) three major goals of PD result in changing classroom practices, mindsets, and opinions and impact students' learning outcomes. These changes come about when according to Knowles (1984), teachers are involved in the development and evaluation of the PD (Knowles, 1984; Knowles et al., 2012).

This basic qualitative study aims to examine experienced elementary general education teachers' perspectives of PD needs and instructional supports needed to effectively instruct SWDs in inclusive settings at elementary schools in the district. To answer the research questions and provide insight about the phenomena that was investigated in this study pertaining to educators' perspectives of the PD needs to support

SWDs in inclusionary setting, in order to address the issue at the study site, I collected data by conducting semi-structured individual interviews of 7 participants from the elementary sample site. The participants met the following criteria for inclusion in this study: (a) teachers who have experience teaching SWDs in the general education classroom, (b) teachers who have five or more years of teaching experience, and (c) teachers who have attended inclusion PD in the target district. In the next section, I summarize outcomes related to the problem, research questions, and the body of literature on the topic, including the conceptual framework. Finally, I describe the project genre, a 3-day PD project based on the study's findings.

RQ1

What are the perspectives of elementary school teachers who have experience working with students with disabilities in inclusive settings regarding the PD needs to implement inclusive models for SWDs in the study district? Two themes emerged from these data. Theme 1 experienced elementary general education teachers' perspective is that PD is needed on Co-Teach models, instructional strategies and disabilities to implement Inclusion For SWDS. Theme 2 was experienced elementary general education teachers' perspective that the PD format should be ongoing with follow-up.

Educator participants indicated that ongoing PD is required related to the implementation of co-teaching instructional models in the general education classrooms, alternative instructional strategies to use with SWDs, and a deeper understanding of students' disabilities, including the characteristics of students with specifically identified disabilities, including the implications for instruction based on student's individual needs

aligned to the disability. The findings indicate that general education participants perceive that inclusive PD is needed to develop the skills and knowledge needed to implement inclusion within the inclusive classroom effectively. Teachers' knowledge and experience are key factors with regard to the effective education of SWDs, the quality of work, and the appropriate expectations of students' needs (Kossewska et al., 2021). According to Lopes and Oliveira (2021), when teachers are mandated to participate in inclusive classrooms and resources are not considered before the establishment of inclusive classrooms, and when professional development is not part of the model, inclusion is not developed, and student's needs are not addressed. Researchers state that a positive correlation exists between teachers' professional knowledge levels and student performance. Also, PD should emphasize teacher learning, provide strategies, and develop the specific needs of the teachers (Lopes & Oliveira, 2021). Guskey (2002) stated that the three major objectives for PD are: "(a) change in the classroom practices of the teachers, (b) change in their approaches and beliefs, and (c) change in the knowledge acquired by students" (p. 383). Based on the findings, educator participants perceive that implementing inclusive PD changes will occur with classroom practices, teacher perspectives of inclusion, and student achievement. According to Knowles (1984), these changes occur when teachers are part of PD planning.

Theme 2 was experienced elementary general education teachers' perspective that the PD format should be ongoing with follow-up. The findings indicate that ongoing and follow-up PD are essential so that educators continue improving their knowledge and skills related to instruction within the inclusive setting. Responses from participants

indicated that there is no follow-up after systemic training. Jez and Luneta (2018) stated that PD is most effective when it is a continuous process that involves appropriately planned development and follow-up through supportive feedback and observation, staff dialogue, and peer coaching. According to Lelinge and Alwall (2022), practice-based school improvement is about developing teaching-learning as part of teaching. Based on Knowles's (1984) Andragogy Theory, educator participants need to know the why or reason before they engage in learning; the learning should be engaging and collaborative and allow for participants to be involved in the planning and evaluation of their instruction and it should be problem-centered rather than driven by content. The design of PD should be ongoing, collaborative, and engaging for teachers, administrators, and staff (Elder, 2020). According to Jez and Luneta (2018), effective PD hinged on teachers' professional needs and teacher participation in designing and implementing their own PD program. Lelinge and Alwall (2022) state that when teachers' own developmental needs affect the inclusive work in the regular classroom from a broad perspective, where the teachers' improved quality of teaching affects all students' development. Elder (2020) states that an intentional approach to PD can increase educators' understanding of how various factors influence how disabilities and differences impact inclusive practices in schools. Researchers have found that feedback received by teachers positively impacts their teaching and understanding of students' needs (Lelinge & Alwall, 2022). Teachers embracing feedback helps teachers know and benefit from what is or is not working with learners (Jez & Luneta, 2018). Lelinge and Alwall (2022) state that feedback is necessary for reflecting on the teaching environment and classroom setting. Educators need the

opportunity to put into practice the strategies that they have learned in PD. They also need the time to implement and evaluate the strategy/strategies and the opportunity to collaborate with colleagues through additional PD.

RQ2

What are the perspectives of elementary school teachers who have experience working with students with disabilities in inclusive settings regarding the instructional supports to implement inclusive models for SWDs in the study district? According to Guskey (2002), there are three major goals of professional development and teacher change; change classroom practices, change mindsets and opinions, and impact learning outcomes of students. Rodgers et al. (2022) stated that Guskey's Model of the Process of Teacher Change improved students' learning which can be considered a catalyst for changing beliefs. Knowles's (2002) androgyny theory with regard to PD provides educators with an opportunity to acquire knowledge and skills, allows educators to be facilitators of knowledge, changes classroom practices, and changes educators' attitudes and beliefs. Teachers grow professionally by continuously experimenting with new practices, which influence their knowledge, beliefs, and attitudes (Heyd-Metzuyanim et al., 2019). Theme 3 emerged from the interview data.

Theme 3 was that experienced elementary general education teachers' perspectives indicate that systems are needed for collaborating and shifting perspectives to implement inclusion for SWDs. Teachers can learn from each other by making things that are typically private events in their classrooms into topics for collaborative conversation (Clausen et al., 2022). Collaboration between teachers plays an important

role in the implementation of innovative pedagogies with different classroom models (Lelinge & Alwall, 2022). According to Elder (2020), collaboration is foundational to the implementation of inclusive education practices. Also, teacher-to-teacher collaboration is important to support SWDs in inclusive settings. Collaboration with the administration is critical to sustaining inclusive practices (Elder, 2020). For inclusion to go beyond just physical placement, teachers must collaborate to develop inclusive education (Holmqvist & Lelinge, 2021).

Participants indicated that having the opportunity to collaborate will provide more time for teachers to listen to one another. It will also provide them with opportunities to find different ways to implement what students learn and how it can be modified to meet SWDs' needs best. Educator participants also indicated that communication between special education and general educators is necessary for effective instruction that meets all students' needs within the inclusive setting.

Heyd-Metzuyanim et al., (2019) stated that collaboratively planning allows teachers to discuss how to improve their teacher practices and how to improve their students' academic success. It also provides teachers with insight into their colleagues' strategies and how those have helped their students. PD allows teachers to have supportive learning opportunities. According to Lopes and Oliveira (2021), professional collaboration is a crucial factor for the success of inclusion. Collaboration between special and general education educators is vital to implementing inclusive education.

Conclusion

In Section 2, I reviewed the qualitative design, participants, data collection, data analysis, and findings for the three emerging themes. I answered RQ1 and RQ2. I synthesized themes and integrated them with literature using Guskey's model of teacher change and Knowles' andragogy theory, which served as frameworks that guided my analysis of information gathered from participant interviews.

Analysis of themes from the study suggested that inclusive PD that is provided for experienced elementary school general education teachers will prepare them to instruct SWDs in inclusive settings. Failure to implement inclusive PD can result in lack of teachers' ability to address instructional needs of SWDs in inclusive settings. In addition, teachers continue to use classroom practices that do not address needs of SWDs. Therefore, the appropriate project for this study is a 3-day PD activity. This has the potential to benefit experienced elementary general educators. This project is based on data collected from participants. In Section 3, I discuss how the 3-day PD project includes attainable goals, inclusive models, hands-on activities, collaboration and reflection opportunities for educators, and feedback sessions for addressing future PD needs.

In Section 3, I describe the proposed project as related to findings. I also describe the rationale for the 3-day PD project, literature related to PD, and also why this was most appropriate based on findings. I describe literature, synthesize findings, and provide a detailed description of frameworks related to the proposed project. I also provide a

description of the project and address evaluation plans and possible implications for social change.

Section 3: The Project

The local problem this basic qualitative study was lack of inclusive PD for elementary general educators to support SWDs in inclusive settings. To investigate this problem, I selected elementary general education teachers with experience teaching SWDs who had 5 or more years of experience and attended previous inclusive PD within the school district. I interviewed seven participants in the targeted school district. I used Guskey's model of teacher change and Knowles' andragogy theory regarding adult learning as conceptual frameworks. I identified identify teachers' perspectives on PD and their needs in order to support implementation of inclusive models and effective instruction for SWDs.

I created a 3-day PD project entitled Making Sense of Inclusion. This project was supported by three themes that emerged from analysis of participant interviews. Themes that emerged were PD is needed for co-teaching models, instructional strategies, and disabilities to implement inclusion for SWDS, the PD format should be ongoing with follow-up and systems are needed for collaborating and shifting perspectives to implement inclusion for SWDs. Recommendations I designed support inclusive PD needs for experienced elementary general education teachers to implement inclusive models of support in inclusive settings effectively. This study may lead to positive social change by outlining PD recommendations to support effective implementation of models of support and instruction in inclusive settings. If stakeholders were to adopt PD and implement recommendations, perceived needs of elementary general education teachers with regard

to inclusive models of support and instruction within the inclusive setting would be supported and positively impact instruction of SWDs within these settings.

PD goals align with findings that emerged from the study. This PD involves providing experienced elementary general education teachers with instructional support to effectively implement inclusive models of support, instructional resources, and strategies needed for instruction of SWDs in inclusive settings. The overarching goal of PD is to provide school leadership with information that will persuade them to adopt PD recommendations as designed or modified by school leadership. If school leaders adopt proposed recommendations in this 3-day PD project, five project goals would be evaluated. Experienced elementary general education teachers will develop an understanding of disabilities of students, inclusive models that support the role of general and special education teachers, and school leadership in order to implement inclusive models to support the instruction of SWDs. They will use PD materials in order to identify instructional strategies, accommodations, and modifications to support SWDs' instructional needs in inclusive settings. They will assess their collaborative teaching methods. They will work with school leadership to develop feedback systems for obtaining input from fellow educators teaching SWDs in inclusive classrooms that will involve monitoring instructional strategies, evaluating effectiveness of instructional strategies, and planning future PD. They will work with school leadership to create a schedule for collaborative planning that uses the created feedback system to identify areas of strength, need, and next steps.

The PD project is projected for implementation in August 2023, at the beginning of the 2023-2024 school year, pending district officials' and school leaders' approval. The audience will include experienced elementary general education teachers at one elementary school within the study site school district. This will allow for evaluation of implementation of inclusive models, providing follow-up PD, and feedback from experienced elementary general education teachers. If it is implemented effectively, this site will serve as a pilot for district-wide PD implementation during the 2023-2024 school year.

Making Sense of Inclusion will include the following: interactive PD, collaboration among educators and school leadership, activities designed so educators can reflect, create, and demonstrate an understanding of inclusive models and inclusive settings, creation of a feedback system to monitor and evaluate inclusive supports and strategies, development of a collaborative planning schedule that will use this feedback system to identify strengths, needs, and next steps, and evaluation of the 3-day PD project. In the next section, I discuss the rationale.

Rationale

The problem that prompted this study was that inclusive PD provided to elementary general educators has not prepared them to implement inclusive models and supports that address instructional needs of SWDs in inclusive settings. I selected elementary schools based on historical and current data and total number of schools within the study site school district (206). I focused on experienced general elementary education teachers' perspectives regarding PD needs and instructional supports that are

needed and used for instructing SWDs in inclusive settings. I used a generic qualitative approach to investigate perspectives involving educators' preparedness, attitudes, and needs with regard to inclusive classrooms. Three themes emerged from the two research questions.

RQ1 involved examining general education elementary teachers' perspectives regarding PD needs to implement inclusion for SWDs effectively. Two themes emerged from RQ1: PD is needed for co-teaching models, instructional strategies, and disabilities and the PD format should be ongoing with follow-up. Kalinowski et al. (2019) concluded PD needs to be content-focused and provide active learning, time for collaboration, effective practice, and coaching and expert support. Kalinowski et al. (2019) contended varied and ongoing PD supports teachers in terms of shifting their perspectives to implement innovations in their classrooms effectively.

Researchers support findings of this study who have explored the PD format for educators that should be ongoing with follow-up. Participants conveyed they lacked the necessary training to support and instruct SWDs in the inclusive setting. Stites et al. (2018) stated elementary preservice teachers in general education reported feeling unprepared to foster meaningful and inclusive experiences for SWDs. Participants conveyed training needs to be ongoing with follow-up. Jez and Luneta (2018) said PD is most effective when it is a continuous process that involves planned development and follow-up through supportive feedback, observation, staff dialogue, and peer coaching.

With RQ2, I examined perspectives of experienced elementary general education schoolteachers who have experience working with students with disabilities in inclusive

settings regarding the instructional support to implement inclusive models for SWDs. One theme emerged from RQ2. The theme that emerged from RQ2 was that experienced elementary general education teachers' perspectives indicated that systems are needed for collaborating and shifting perspectives. Research has found that effective teacher PD should be sustained, intensive, collaborative, experiential, research-based, and relevant (Jez & Luneta, 2018). Findings revealed that elementary general educators stated that the perspective differences between general and special educators could be a barrier within the inclusive setting. Stites et al. (2018) proffered that general educators feel unprepared to support SWDs, and the assumption is often that special education educators have more experience and practice facilitation inclusion. General educators in this study also indicated a need for collaboration between the general educator and special educator to create effective instruction. Effective instruction includes the necessary modifications to the curriculum that allows both SWODs and SWDs in the inclusive setting to access the standard(s) being taught. Jez and Luneta (2018) stated that most teachers reported little collaboration in curriculum design or implementation. All students' needs are met by providing time for collaboration between general and special educators. Brooks (2016) proffered that by giving general educators the knowledge of how to incorporate daily support, students receive a rich education that meets all their needs. Educators that implement change need collaboration time to process the change and consider the ramifications of the proposed change; the dialogue between educators helps build agreement and increases coherent implementation of the innovation (El-Jabali & Beehari, 2018; Jez & Luneta, 2018). This study has the potential to create social change by

improving general educators' understanding and skill base for the instruction of SWDs in inclusive settings.

The project genre options for a doctoral capstone are (a) evaluation report, (b) curriculum plan, (c) professional development, and (D) policy recommendations. An evaluation report makes a judgment about the value or quality of a program in question (El-Jabali & Beehari, 2018). The evaluation report was not an appropriate genre option for this doctoral capstone as it would not have addressed the problem identified in this study. The curriculum plan is a useful tool for researchers and teachers to analyze and critically reflect on patterns of pedagogic practice and language used in classrooms (Lo & Lin, 2019). The purpose of this research study was not focused on revising the core curriculum; therefore, the curriculum plan was not appropriate for this study. This study aims to provide experienced elementary general education teachers with the instructional support needed for the effective implementation of inclusive models of support, the instructional resources, and strategies needed for the instruction of SWDs in inclusive settings. Therefore, a policy recommendation would not be appropriate for this study. PD aims to improve participants' knowledge and skills to implement innovations (Guskey, 2002) successfully. PD allows teachers to develop competencies, practice, and ownership of the change (Voogt et al., 2018). Based on the findings and themes, the 3-day PD project was selected as the project genre. This PD will be designed to imitate the implementation of Inclusion. Figures 2 and 3 provide an overview of the research questions, themes, and corresponding goals for the 3-Day PD project.

Figure 2

RQ1 Themes and Project Goals

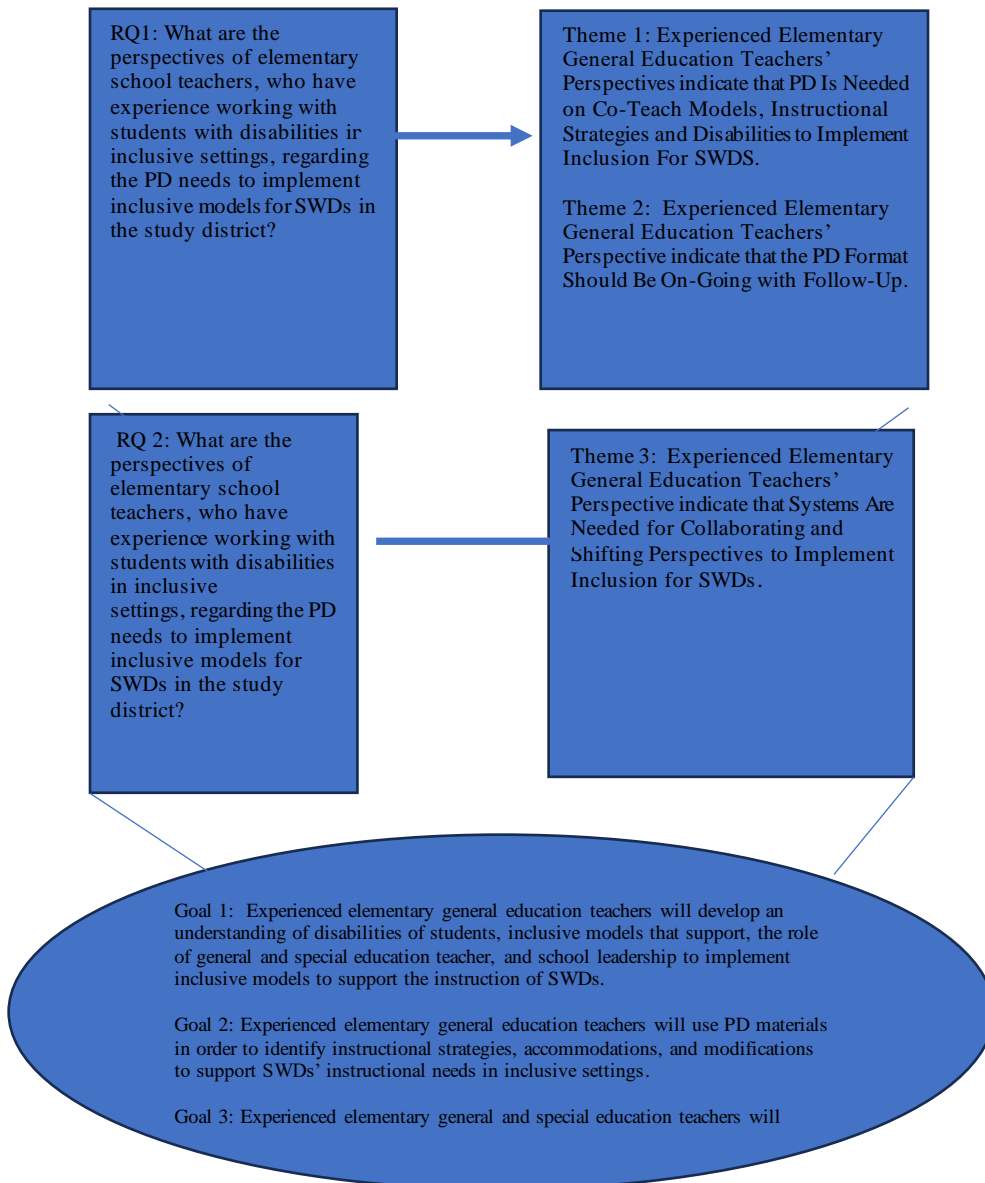
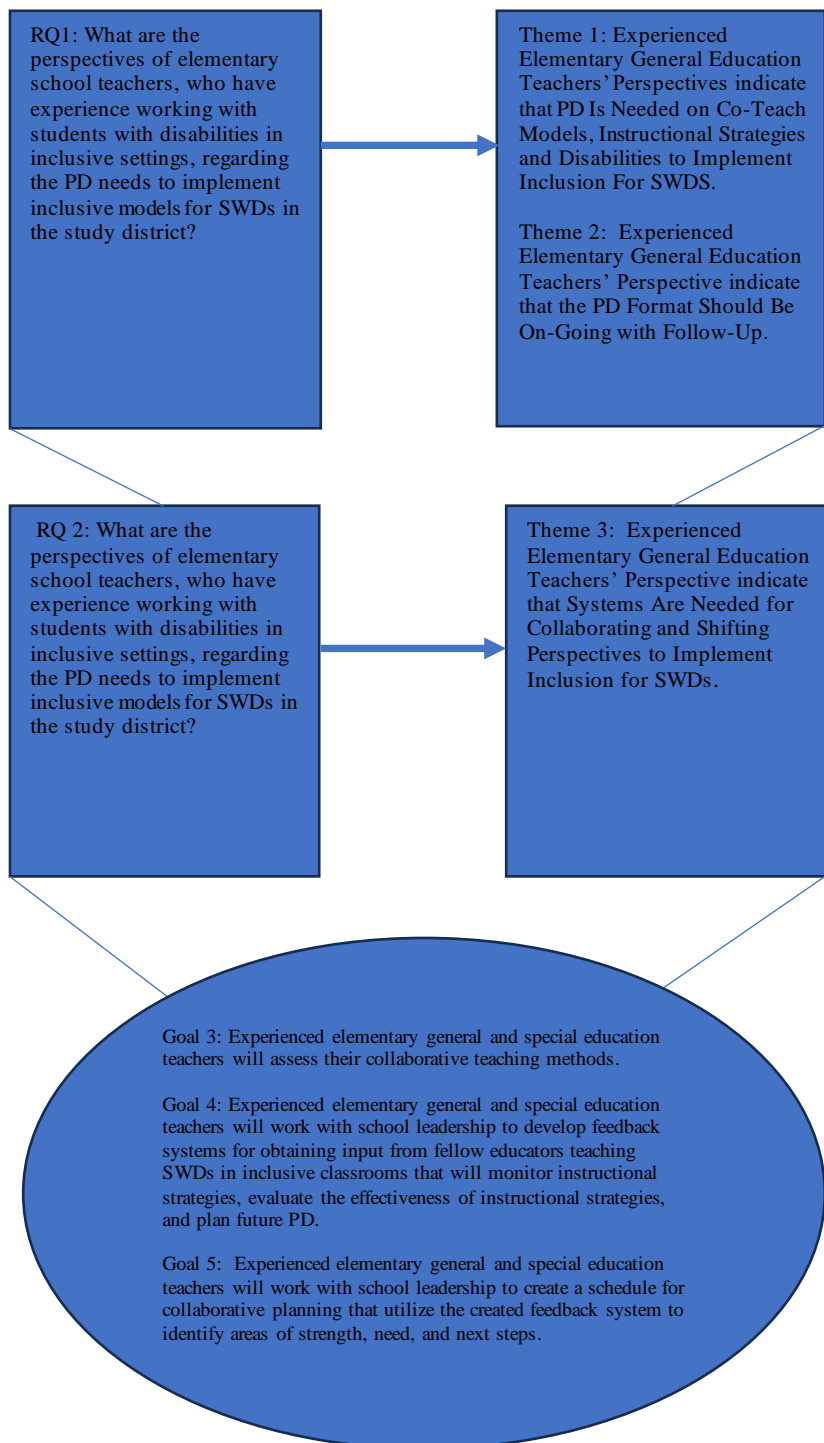


Figure 3*RQ2 Themes and Project Goals*

Findings contain the general elementary educator participants' perspectives on their experiences with PD that supported the implementation of the Inclusion of SWDs, and their perspectives of the inclusionary PD may positively influence general educators' skill set that may positively influence SWDs instructional skills at the elementary sites. Researchers have established that general educators perceive themselves as unprepared to educate SWDs in inclusive settings, and PD provides an understanding of Inclusion, builds general educators' skill set with instructing SWDs, and shifts their perspectives of SWDs that allow them to effectively instruct in inclusive settings (see Rakes et al., 2018).

The Inclusion PD will be a 3-day school-wide PD that will provide the educators with knowledge, skills, and tools to implement research-based classroom strategies to improve their performance and student achievement. The conceptual framework that guided this research study is Guskey's (1986) model of teacher change and Knowles' (1970) andragogy theory regarding adult learning. The 3-day PD project is based on Guskey's model (2002), Professional development and teacher change. Guskey's model (2002) Professional development and teacher change has three major goals; change classroom practices, change mindsets and opinions, and impact student learning outcomes. In the next section, I will describe the conceptual framework I used to support this project and how the PD project genre related to the findings that emerged from participant interviews and themes. I will discuss the areas that are essential for a successful PD. I will also provide recommendations about how the 3-day PD can systemically be implemented at the study site.

A 3-day PD project will be the most effective genre to address the identified problem at the study site and align with the themes and findings from this study. The 3-day PD project is designed to support general educators in implementing Inclusion at the elementary study site. The Professional Development Lead Teacher and Special Education Chair will present the 3-day PD.

Inclusion requires that SWDs are not pulled out for instruction in separate classrooms; instead, they remain in the general education classroom, receiving collaborative instruction from general education teachers and special education teachers for one or more content areas (Chitiyo, 2017). Therefore, the PD participants or targeted audience will be those who teach, supervise, or manage SWDs in inclusionary settings. The PD has been designed to prepare elementary general educators to implement Inclusion in their classrooms using the appropriate models of support that address the academic needs of SWDs within the inclusionary setting.

The findings of this study are consistent with Guskey's (1986) model of teacher change and Knowles' (1970) andragogy theory. Mangope and Mukhopadhyay (2015), Guskey stated that the three goals of PD as systemic efforts to bring about change in the classroom practices, of teachers, in their attitudes and beliefs, and the learning outcomes of students (Guskey, 2002). Knowles' andragogy theory produced distinctive outcomes in contrast to other pedagogical conceptual frameworks on knowledge and teaching approaches related to requiring specific learning objectives for teachers (Saleh et al., 2017). Rodgers et al. (2022) stated that Guskey's Model of the Process of Teacher Change improved students' learning which can be a catalyst for changing beliefs. A priori

coding by framework was established for Guskey (1986) and Knowles (1970). A priori codes related to Guskey's (1986) model of teacher change were: (a) changes in classroom practices, (b) changes in attitudes and beliefs, (c) changes in learning outcomes of students, and (d) input based on perceived needs from stakeholders. The a priori codes that related to Knowles's (1970) andragogy model theory were: (a) acquired knowledge/skills, (b) facilitator of knowledge, (c) involvement in development and evaluation, (d) problem-centered, (e) real world. Therefore, based on the conceptual framework and the findings, a 3-day PD on Inclusion will most effectively meet the needs established by the study findings.

In this 3-day project, the participants will: (a) develop an understanding of disabilities of students, (b) develop an understanding of inclusive models of support, (c) the role of general education and special education teachers in inclusive settings, (d) identify strategies, accommodations, and modification to support SWDs in inclusive settings, (e) assess their use of collaborative teaching methods (f) develop feedback systems for obtaining input from fellow educators to evaluate instructional strategies, monitor instructional strategies, and plan future PD, (g). create a schedule for collaborative planning with school leadership that will utilize the feedback system to identify strengths, areas of need, and next steps. "Making Sense of Inclusion" will provide educators with the information to understand Inclusion and inclusive support models. Providing educators with this information will inform them of the rationale for implementing models of inclusive support for SWDs in inclusive settings and how effective implementation has positively impacted students learning and created a sense of

belonging (Sandoval et al., 2021). In the next section, I will discuss the review of literature, the project genre, and the conceptual framework for the project.

Review of Literature

The literature review focuses on the project genre of PD, the advantages of PD, adult learning, planning effective PD, implementing change through PD, the methods of obtaining buy-in from educators when developing PD, inclusive PD, and evaluation methods of PD. I also will focus on educational change and how systematic change processes can be used to shift the perspectives and beliefs of educators in an organization regarding the implementation of Inclusion using appropriate inclusive models of support. In this literature review section, I explain the project genre. I will also include peer-reviewed articles about PD implementation and evaluation, focusing on those that emerged from the collected data from the study participants. Practices gained from PD that teachers find advantageous in aiding students to achieve required learning outcomes are remembered and repeated. Guskey perceived that student learning and achievement were central to maintaining the change process related to instruction (Guskey, 2002). "Adult learners need to know" how learning will be conducted, what learning will occur, and why learning is important" (Knowles. et al., 2005, p.184). Next, I will discuss the project genre, conceptual framework, literature search strategy, and the literature that supports the project genre.

Project Genre

The finding from this study showed: (a) that educators' perspective inclusive PD needs to be implemented that focuses on building partnerships with students, (b) building

skill sets, (c) understanding co-teaching models, (d) learning how to properly identify students' needs, (e) tier interventions, (f) understanding students' disabilities and disabilities and, (g) PD should be on-going with follow-up. The finding will be addressed through the PD, "Making Sense of Inclusion." In order to implement effective PD, I have research related to effective teacher PD. I will use a research-based PD framework to design the 3-day Inclusion project. Teacher professional development is always important in pedagogical and curricular reforms (Morris et al., 2021). Adult learners need to know how learning will be conducted, what learning will occur, and why learning is important (Knowles. et al., 2005, p.184). PD for teachers must include "a dialogue that allows teachers to share and discuss their experiences, their perspectives of pedagogy, and the educational content they interact with in their training" (Postholm, 2012, p. 406).

Burner and Svendsen (2020) stated that successful teacher PD programs involve teachers in the learning activities that teachers will use with their students. Suppose PD is considered a learning process that teachers have to carry out. In that case, their attempts to fulfill their professional needs through improving their performances can be considered a developmental process. However, PD must take into account teachers' knowledge, skills, attitudes, and ways of teaching and learning in order for it to be successful.

Bates and Morgan (2018) stated that the seven elements of effective PD include: (a) using action learning, (b) promoting collaboration time, (d) using effective modeling techniques, (e) providing coaching support, (f) providing opportunities for reflections and feedback, and (g) having ongoing PD. Educators are lifelong learners, and as the needs of

our students change, so must our practices and skill set in order to effectively instruct our students.

Conceptual Framework

This basic qualitative study aims to examine experienced general education elementary teachers' perspectives of PD needs and instructional supports to implement inclusive models for SWDs in the study district. The findings from the research provided the needed information to the general education elementary teachers at the study site to understand the models of support for Inclusion, the role of the general and special educator in the inclusive setting, and the development of instructional strategies to support SWDs in inclusive settings. A 3-day PD project will be created to address the findings. The target audience will include adult educators at the study site. Therefore, I considered works related to PD and adult learning. The conceptual framework for this project study is based on Guskey's (1986) model of teacher change and Knowles' (1970) andragogy theory regarding adult learning. First, I will discuss Guskey's (1986) model of teacher change. Next, I will discuss Knowles's (1970) andragogy theory regarding adult learning. Then, I will describe how both conceptual frameworks will guide the project's development.

Guskey's Model of Teacher Change

I used Guskey's (1986) model of teacher change and Knowles's (1970) andragogy theory regarding adult learning as the conceptual framework for this study. Instructional changes in practices require time, evidence of student results, awareness of the strategies and results achieved, systemic support, and follow-up (Guskey, 2002). Guskey (2002)

stated that the change in teachers' perspectives and beliefs towards adapting instructional practices has been found to alter students positively.

According to Guskey (2002), there are three major objective outcomes for PD: "(a) change in the classroom practices of the teachers, (b) change in their approaches and beliefs, and (c) change in the knowledge acquired by students" (p. 383). Changes in instructional practices require time, evidence of student results, awareness of the strategies and results achieved, systemic support, and follow-up (Guskey, 2002).

Sims (2020) stated that Guskey's model encourages opportunities for teachers to receive PD designed specifically to strengthen their knowledge. Teachers' beliefs and teaching practices about what makes an effective teacher are related to their instructional decisions, and Guskey's model indicates the consistency between changes in teachers' beliefs and teaching practices.

Rodgers et al. (2022) relate successful PD to changes in student progress and PD designs that include regular feedback systems about student progress. Teachers' beliefs about what makes an effective teacher have been associated with instructional decisions and relationships between changes in teachers' beliefs and teaching practices that come from continuous professional growth experiences (Sims, 2020). The next theory I used to support the conceptual framework is Knowles's (1970) andragogy theory.

Knowles' Andragogy Theory

Saleh et al. (2017) define andragogy as the art and science of teaching and leading adults. Knowles (1970) stated that there are two concepts of learners. The first concept of the learner is self-directed and independent. The second concept of learners' is the role of

the teacher as the facilitator of knowledge rather than the presenter of content. Based on the definition of andragogy and the two concepts of learners' adults need to focus more on the process and less on the content (Knowles, 1970). Knowles six expectations within the andragogical model that address the needs of adult learners, which include: (a) adults are eager learners, (b) adults apply newly acquired knowledge and skills sooner, (c) adults are compelled to learn, (d) adults connect prior experiences to new knowledge, and (e) adults self-direct (Saleh et al., 2017). Using these expectations when developing adult learning experiences provides a learning environment that will help adults learn.

Adult learners are motivated to learn if they know the purpose of learning. PD that supports the adoption of blended learning practices, a need for change in instructional strategies is clear when the benefits of blended learning are presented; thus, the environment for a readiness to learn is created (Katzin, 2020). PD allows learners to share their experiences and collaborate with peers, which bridges the learners' prior knowledge with new knowledge. Matorevhu (2022) states that effective PD sees adult learners as problem solvers who learn best when the subject matter is of immediate application. Adult learning is an ongoing process in which adults are both autonomous and collaborative, and it is important to make space for reflection on their teaching practice (Reitz, 2020).

PD designers must understand Knowles's (1970) andragogy theory and Guskey's (1986) model of teacher change. Also, PD designers must understand that teachers' PD is the movement towards institutional responsibility that requires PD to play a part in the achievements of both the individual teacher and the institution (Ngo & Cherrington,

2022). In the next section, I will discuss the literature search strategy and literature supporting the PD project implementation at the study site.

Literature Search Strategy

In order to find literature to guide this 3-day project, I used the Walden University databases, EBSCOhost database, ProQuest Central, Education Resources Information Center (ERIC) database, SAGE Journals, and Google Scholar to find articles that support this 3-day project. I also explored references on published dissertations and project studies from Walden doctoral studies at SchoolWorks. I focused only on articles published within the last five years per Walden's research guidelines. The literature search includes the following keywords: *professional development, teacher change, characteristics of effective professional development, implementation of professional development, inclusive professional development, professional development on inclusive models of support, and professional development evaluation methods*. In this section, I include a discussion on the research related to (a) teacher change, (b) professional learning, (c) characteristics of systemic PD, (c) capacity building and teacher leaders, (d) PD techniques for Inclusive Models of Support, (e) ongoing and sustained PD, and (f) Leadership Roles with Implementation of Inclusion.

Teacher Change

Today's classroom is constantly changing, and PD has the ability to equip teachers with the tools and strategies they need. Karlsen et al. (2019) stated that teachers and schools are no longer the gatekeepers of knowledge and learning. Learning is seen as a process in which students and teachers collaborate to co-construct knowledge. Teacher

learning is critical for changing teachers' instructional practices (Hubers et al., 2022). Comstock et al., 2022 stated the changes in teaching and learning and standards-based reforms demand that educators have access to a range of resources and conditions that support their learning, such as intensive PD opportunities for teachers to learn new ways of teaching that address the needs and learning outcomes of all students.

Effective PD has the ability to change a school's climate, culture, teacher morale, and student achievement (Hollingworth et al., 2018). Opportunities to address specific approaches to teaching and learning can be found in ongoing school-based initiatives, in-service courses, and initial teacher education. These opportunities can facilitate for future teachers to become the agents of change needed in our rapidly changing society (Karlsen et al., 2019). Jez and Luneta (2018) stated that PD has the ability to help teachers find a way to make changes into reality.

For teacher change to occur, PD must provide them with what Kostianen et al. (2018) refer to as meaningful learning. Kostianen et al. (2018) stated that meaningful learning involves constant construction of the interpretations of actions and phenomena as well as the consequences of the actions. Making meaning of learning can manifest as enhancement in skills and the expedition of preferred change. According to Heyd-Metzuyanim et al. (2019), teachers grow professionally by continuously experimenting with new practices, which influence their knowledge, beliefs, and attitudes. When teachers are able to connect their previous knowledge with new knowledge, change occurs. If change is to occur, teachers must perceive and experience support within the

school environment for changes to occur with regard to instruction and perspectives (Comstock et al., 2022).

Professional Learning

PD in educational settings is created to provide knowledge that will bring about change. Hubers et al. (2022) stated that PD is an essential step to implement and sustain education. PD for teachers remains one of the most significant driving factors for enhancements in education. Guskey (2002) stated that PD is a systematic effort to change the classroom practices of teachers, their approaches, viewpoints, and students' learning outcomes. PD aims to improve educators' knowledge and skills and student achievement (Svendsen, 2020). According to Hubers et al. (2022), PD should focus on teacher classroom practices and address teachers' pedagogical knowledge so they have the required knowledge and skills to teach. Sprott (2019) stated that teacher PD needs to introduce the skills and dispositions necessary to respond to the challenges of 21st-century educational contexts.

When educational leaders design PD that aligns with the school's vision and mission, teachers are more willing to learn and implement the information in their classrooms. According to Sprott (2019), PD should promote teacher development that can respond to contemporary society's changing context. PD that focuses on innovation, according to Vincent et al. (2021), includes teachers perceived needs, values, and beliefs. Researchers note that even though PD should provide research-based information and materials, it must include data, and the information must evoke emotions in order for

participants to be open-minded to implement the innovation(s) in their classrooms (El-Jabali & Beehari, 2018; Jez & Luneta, 2018).

Characteristics of Systemic PD

Researchers noted that the motivation behind the investment in PD is clear as it improves student attainment and improved teacher quality, which impacts student attainment; it is more than just introducing participants to innovation(s) (Sims & Fletcher-Wood, 2018). PD, which is sustained, collaborative, has buy-in from teachers and school leaders, is content-specific, draws on external expertise, and is practice-based, is more effective if sustained over time (Sims & Fletcher-Wood, 2018). PD according to some researchers, the structure of PD is cyclical or organized in a rhythm in which the content is revisited; this provides teachers the time to assimilate new knowledge or practice new techniques within their classrooms, which allows teachers to become competent with the new knowledge and practices (Henry & Namhla, 2020; Sims & Fletcher-Wood, 2018).

Holmqvist and Lelinge's (2021) findings from their teaching and learning international survey showed strong support for PD in regular learning environments with colleagues. PD significantly affects the entire school's development more than individual efforts based on individual teachers' interests or responsibilities. Kalinowski et al. (2019) state that the characteristics of PD begin during the planning and development stages. They state that the duration of the PD must be clear for teachers, delivery must be done using various formats, and expert involvement is necessary in order to ensure someone knowledgeable of current research is presented and involved in the development of the

PD. Consider teachers' needs, interests, and existing knowledge when developing PD. According to Kalinowski et al. (2019), incentives and support are another means of considering teachers' needs and interests. Kalinowski et al. (2019) also stated that the content must have a research and theory-based approach must be used as approach as it relates to what teachers are expected to learn and utilize after the PD. Applied strategies must be provided, and the overall focus consistently refers to student learning and achievement. Effective PD should include collaboration and teacher cooperation; there must be ample time for input, engagement in learning, application, reflection, and follow-up as needed.

Capacity Building and Teacher Leaders

Teachers have the greatest impact on student achievement, but a principal is primary to the teacher's effectiveness in having a positive impact. Educational leadership must improve teacher effectiveness and student learning (Meyer-Looze & Vandermolen, 2021). Capacity building for implementing meaningful programs and intervention requires collective abilities, including aggregation of skills, knowledge, and abilities that facilitate a system to perform, deliver value, build collaborations, and renew itself (Roumell et al., 2020). Guskey (1986, 2002) noted that leaders that help others visualize the innovation have greater success with implementation and the innovation's success.

Roumell et al. (2020) stated that seven key elements within a capacity-building framework include: framing and community climate, leadership & stakeholders, evaluation and data use, planning and maintainability, evidence-based practices, cultural competence & congruence, and implementer capabilities. Identifying the community's

attitudes regarding issues is key to identifying how stakeholders and the community will address the issues and their effectiveness with regard to the implementation of any innovation. Leadership & stakeholders must be an intricate part of the implementation process both cognitively and behaviorally. The use of data evaluation, planning, maintainability, and the usage of evidence-based practices are necessary for effective innovation implementation. If educators collaborate consistently and effectively, they understand the use of data to evaluate the success of strategies and practices that positively impact student achievement. Also, it provided them the opportunity to make the necessary changes toward a successful implementation. Leaders must ensure that teachers are cognizant of the community they are serving and its cultures. All seven of these key elements are necessary in order to build capacity within the educational settings and with the successful implementation of innovations and programs.

PD Techniques for Inclusive Models of Support

Effective PD contains strategies that educators can implement in their classrooms. Educators yearn for PD that is relevant to their needs. Understanding the importance of the role of the educator within the inclusive setting has a tremendous impact on student outcomes with regard to academic achievement. Hills and Sessoms-Penny (2021) stated that educators' responsibilities are significant in implementing outcomes in class; however, without PD procedures in place, the intricacies of student achievement remain unaffected. The underdevelopment of SWDs in inclusive settings could remain due to the lack of explicit training. PD for teachers is the foundation for the student population's consistency of growth and direction because the greater the teacher's experience, the

deeper the learning for the student. General education teachers in inclusive classrooms educate learners with diverse abilities without detailed information about how to teach all students within the inclusive setting (Byrd & Alexander, 2020; Rakes et al., 2018).

General educators' preparation for delivering instruction in an inclusive setting is critical for all students within the inclusive setting (Byrd & Alexander, 2020).

Teachers must understand the content in which they teach prior to the implementation of instruction within any educational setting. However, with the increase in inclusive education, there continues to be a need for additional PD in inclusive models of support. Along with this need, we must develop PD techniques that will include engaging and interactive that provide a means for collaboration among both general education and special education teachers (Ni et al., 2020).

The PD techniques must include active and inquiry-based learning, collaboration, and professional relevance for school leadership, general and special education teachers. The PD must draw on the expertise and knowledge of teachers to develop a deeper understanding, embrace new beliefs, and opportunities to share feedback on practices in order to pivot teachers learning and change practices (Ni et al., 2020). Active learning contrasts the lecture model, engaging teachers in activities directly connected to their classrooms and students (Hills & Sessoms-Penny, 2021).

The PD must address the various disabilities that students may have within the inclusive setting in order to provide teachers with an understanding of the disability and provide them with research-based instructional strategies and techniques to utilize within the inclusive setting (Henry & Namhla, 2020). It must also focus on the roles and

collaboration of general and special education teachers within the inclusive setting.

Collaboration is an integral part of inclusion teachers must work together to find meaningful learning experiences for all children within the inclusive setting. Ni Bhroin & King (2020) stated that teachers involved in collaborative PD use more innovative pedagogies, which improve teacher morale, motivation, and self-efficacy. Collaborative PD provides a pathway for supporting teachers' professional learning and allows teachers to collaborate with students, improving understanding and performance (Burner & Svendsen, 2020). It also provides opportunities for an increased understanding of the role of both educators within the inclusive setting as co-teachers.

Ongoing and Sustained PD

Ongoing and sustained PD is needed for continuous growth and change within the inclusive setting. PD should be ongoing and sustained for some time so that the participants are able to implement that skills effectively in their classrooms and student achievement increases (Scheer, 2021). Ongoing professional development can potentially mitigate gaps in teacher knowledge and skills (Brigandi et al., 2019). Liu & Phelps (2020) state that PD with sustainable impact is usually embedded in teacher work and promotes an understanding of students' thinking. Principal support and teacher collaboration increased the sustainability of PDs' impact on teachers (Liu & Phelps, 2020). Support of school leadership during the implementation of full Inclusion is also needed in addition to the ongoing and sustained PD.

Leadership Roles with Implementation of Inclusion

Principals and school leadership are a pivotal part of the successful implementation of Inclusion. Scheer (2021) stated that school leadership is widely discussed as a key fact for the success of inclusive education—the entire school community benefits from the support of the principal. The support of the principal strengthens teachers and improves school efforts toward students' academic achievement. Principals must support teachers by equipping them with the support they need to reach students. Principals must work to ensure teachers are able to do their jobs effectively (Sterret et al., 2018). Developing schools as functional learning organizations and investing in fostering collaborative and collective decision-making encourages open-mindedness and engagement with the change process (Fitzgerald & Radford, 2022). School principals have a significant role in fostering a culture of Inclusion and promoting inclusive practices within schools (Duncan et al., 2021).

In schools where teachers progressively feel more confident, teachers have a stronger sense of professional community. They are more willing to try new ideas and take risks, and trust can make a difference in working together (Svendson, 2020). As the change agent in schools, the principal must design PD that facilitates change and support those implementing the change. The principal must create an environment in which staff can learn continuously and provide opportunities for collaboration in order to focus on improvement (Thessin, 2021). Effective leaders provide the time, resources, and support necessary for teachers to participate in cultures of intellectual inquiry and engage in substantive conversations around teaching and learning (Brock et al., 2021). PD is key to

developing a healthy school environment and a respectful and caring learning environment (Thessin, 2021).

Project Description

This project resulted from the finding of the project study. The project result was a 3-day PD entitled "Making Sense of Inclusion format will be in person. This project study is designed to improve experienced elementary general education teachers' knowledge and skill set regarding Inclusion, inclusive settings, inclusive models of support, and the responsibilities of the general and special educator in inclusive settings. During the PD, the educators will participate in activities with colleagues, engage in collaborative discussions, evaluate their use of collaborative teaching methods with study site-based special education teachers, develop a feedback system for obtaining input from fellow educators teaching SWDs in inclusive classrooms that will monitor instructional strategies, evaluate the effectiveness of instructional strategies, and plan future PD, and with school leadership develop a schedule for collaborative planning that utilizes the created feedback system to identify areas of strength, need, and next steps. I, along with the assistance of the school special education coordinator and school coordinator of instructional support, will be the presenters. Therefore, all experienced elementary general education teachers at the study site will attend and participate in this 3-day PD.

The central goal of "Making Sense of Inclusion" is to build general educators' capacity to understand disabilities in the inclusive setting, inclusive models of support, and the responsibilities of the general and special education educator in inclusive settings. The 3-Day PD Inclusion will teach educators at the study site about Inclusion and how to

implement it effectively in their classrooms in order to effectively instruct all students within the inclusive setting. The format of the "Making Sense of Inclusion" will be created based on Guskey's (2002) model of teacher change that states there are three major objectives for PD: "(a) change in the classroom practices of the teachers, (b) change in their approaches and beliefs, and (c) change in the knowledge acquired by students" (Guskey, 2002, p. 383) and Knowles' (1970) andragogy theory. The 3-Day PD Inclusion will include (a) an overview of inclusion and inclusion models of support, (b) collaboration time and activities with colleagues, and (c) daily PD evaluations. In the next section, I describe the needed resources and existing supports for the PD.

Needed Resources and Existing Supports

The resources needed for "Making Sense of Inclusion" include support from the district officials. District officials are administrators and coordinators who work in district buildings. I do not require the district officials to attend the 3-Day PD. In addition to district officials, I will need support from school leadership, including the principal, assistant principal, and support specialist who work directly with teachers and students at the study site. I will also need support materials for the PD.

The support materials include but are not limited to the following: copy machine, Post-It poster paper, Post-It notes, markers, notepads, ink pens, highlighters, SMART board, extension cords, tables, chair, school laptops, PD handouts, poster markers, and laminator. The building areas needed are the cafeteria and educators' classrooms. I, along with the study site principal, will arrange the cafeteria so that it is conducive to

participants learning and activities. All areas have internet access, and participants will use the provided district laptops.

Potential Barriers and Solutions

Implementing innovations like "Making Sense of Inclusion" requires the cooperation of stakeholders. Budget restrictions reduce principal and district spending, and as a result, there will be potential challenges. The lack of funding to provide educators with workshop pay may cause some educators to be more reluctant to give up their time outside or beyond the contractual school day or district pre-scheduled PD days. For the 3-Day PD to occur, there must be approval from school leadership at the study site and district approval if workshop pay for participants is required.

Support from the study site school leadership is needed. PD is preplanned based on district or school-based needs. I will present the research findings to the district officials in order to acquire their support and approval for the 3-Day PD if monetary funding is needed. Utilizing the research study's data will strengthen my case for the needed 3-Day Inclusion PD. If monetary support is not needed, the finding will be presented only to the study site school leadership. "Making Sense of Inclusion" will address the research study's problem and the findings based on the perspectives of experienced elementary general education teachers.

Experienced elementary general education teachers on the study side may be motivated to attend the 3-Day PD, but some may be reluctant. The reluctant participants usually believe they know how to address SWDs' needs in an inclusive setting or resist change. However, since the 3-Day PD addresses a demographic that has been identified

as an area of need based on current state testing data, the reluctant educators might be more interested in attending and participating in "Making Sense of Inclusion" and implementing the knowledge and skills obtained from the PD.

Project Implementation and Timetable

I will submit my 3-Day PD to district stakeholders after completing the doctoral study. If district stakeholders approve, I will present 3-Day PD to the elementary study site school leadership. I will develop a plan with school leadership to begin the 3-Day PD during the first month of the 2023-2024 school year after scheduling the dates for the 3-Day PD with the study site school leadership. The first day will include an opportunity for participants to assess their knowledge of Inclusion. It will provide them with information pertaining to the various disabilities within an inclusive setting, an overview of inclusive models of support, and the responsibilities of the general and special educators in the inclusive setting. The second day will provide participants with a better understanding of accommodations and modifications and provide them with a useful resource that can be used to assist them with strategies that can be implemented to address students' needs. Participants will be able to collaboratively discuss what is needed to shift the perspectives of Inclusion and assess their level of implementation of collaborative methods and strategies. In the afternoon, the participants, special education teachers, and school leadership at the study site will end the day by creating a system for feedback that will monitor and evaluate instructional supports and strategies used within the inclusive classroom. On the third day, participants will collaboratively discuss what changes must be made so all students feel important in their school environment.

Participants will discuss what changes in their perspectives on inclusive models of support and Inclusion have occurred. Participants, special education teachers, and school leadership at the study site will continue creating a system for feedback that will monitor and evaluate instructional supports and strategies used within the inclusive classroom.

Participants, special education teachers, and school leadership will develop a collaborative planning schedule that will allow them to use the created feedback form to address areas of strength, need, and next steps. At the end of the 3-Day PD, all participants will complete the 3-Day Inclusive PD summative evaluation.

Once the 2023-2025 school year begins, the PD presenter will observe classrooms to gain insight into implementing inclusive classroom support models. The PD presenter will provide support to those who need additional assistance with the implementation of inclusionary models of support. Table 11 outlines the timeline for the implementation of the Inclusive Model of Support PD.

Table 11*Proposed Implementation of Recommendations and Timeline*

Recommendation	Month of Implementation
Acquire approval of Inclusive Models of Support PD from district officials or study site school leadership	August 2023
Email school leadership of study site to schedule a meeting to discuss inclusive models of support 3-Day PD and to create a schedule	August 2023
Secure dates for 3-Day PD with study site school leadership	September 2023
Create a flyer with information about the 3-Day PD on Inclusive Models of Support for study site participants and send out via email	September 2023
Conduct 3-Day PD on Inclusive Models of Support for study site participants and school official(s).	September 2023
Develop feedback system for evaluating and monitoring the use of inclusive strategies and supports in inclusive classrooms in order to assess area of need and next steps. This feedback system will be utilized in the scheduled collaborative planning meetings.	September 2023- Ongoing

Role and Responsibilities

"Making Sense of Inclusion" will be designed for educators to obtain knowledge, skills, and confidence to implement Inclusive Models of Support within their classrooms.

My role and responsibility will include: (a) facilitating the 3-Day PD, (b) providing assistance during PD collaboration times, and (c) providing assistance during the design of school-wide inclusive models of support PD plan for full inclusion implementation. This 3-Day PD project will require the participation of experienced general education teachers at the study site. The experienced elementary general education teachers' role will be to attend and actively participate in the 3-Day PD. They will actively participate in the various activities, provide their input and insight related to Inclusion and inclusive models of support, provide feedback, and demonstrate their knowledge of Inclusion and inclusive models of support.

During the afternoon on day 2, the experienced elementary general education teachers will be joined by special education teachers and school leadership in order to begin the development of a feedback system that will obtain input from fellow educators at the study site to evaluate and monitor their use of inclusive strategies and supports in the inclusive classroom in order to assess the area of need and next steps. The development of this feedback system will continue on day three, along with developing a collaborative planning schedule implementing the feedback system. The information gained from the feedback system will be used to plan future PD at the study site to support the needs of experienced general education teachers.

Project Evaluation Plan

Based on the three emerging themes, a 3-day PD project was developed that includes the following goals:

Goal 1: Experienced elementary general education teachers will develop an understanding of the disabilities of students, inclusive models that support the role of general and special education teachers, and school leadership to implement inclusive models to support the instruction of SWDs.

Goal 2: Experienced elementary general education teachers will use PD materials in order to identify instructional strategies, accommodations, and modifications to support SWDs' instructional needs in inclusive settings.

Goal 3: Experienced elementary general and special education teachers will assess their collaborative teaching methods.

Goal 4: Experienced elementary general and special education teachers will work with school leadership to develop feedback systems for obtaining input from fellow educators teaching SWDs in inclusive classrooms that will monitor instructional strategies, evaluate the effectiveness of instructional strategies, and plan future PD.

Goal 5: Experienced elementary general and special education teachers will work with school leadership to create a schedule for collaborative planning that utilizes the created feedback system to identify areas of strength, need, and next steps.

Formative and summative evaluation will be used to determine if the 3-Day PD project meets the needs of the stakeholders. The evaluation plan for "Making Sense of Inclusion" will be formative and summative. Formative evaluations are assessments that will be given throughout the PD to help determine if participants understand the material. The summative evaluation will be given at the end of the 3-Day PD to determine if the goals were met.

At the end of Day 1 and Day 2 of the 3-Day PD, participants will complete a formative assessment in the form of an exit ticket. The exit ticket will provide feedback on participants' level of understanding. Formative assessments are a tool continuously monitored during the learning process (Bin Mubayrik, 2020). The summative evaluation will occur at the end of the third day, providing information regarding participants' knowledge and skills obtained during the Inclusive Models of Support PD. Summative assessments are a final graded achievement to judge if the learner has attained the learning objectives, which includes the full topic or course when assessing. The summative assessment is considered to be more of a product assessment (Bin Mubayrik, 2020).

The goal of an evaluation is to measure and observe the quality of achievement against some objectives and standards or via compare and contrast (Bin Mubayrik, 2020). Evaluations help identify if participants have taken ownership of their learning, persuade participants to learn more, provide time for reflection regarding what they achieved in areas of need, and provide them with a chance to identify any changes to their way of thinking. The formative assessment will also allow the participants to connect to students' learning outcomes and settings.

Key Stakeholders

The main stakeholders for “Making Sense of Inclusion” are the experienced elementary general education teachers at the study site, the district officials, and school leadership at the study site. These stakeholders support the implementation of the 3-Day PD, expectations and goals, implementation of inclusive models of support, and

participation in additional inclusive PD. Forming partnerships among key stakeholders who can support the change process is essential (Ainscow, 2020). All participants at the study site will complete the formative and summative evaluations during the 3-Day PD. The data obtained from the daily formative evaluation will help the presenter make the necessary PD adjustments to meet the needs of participants. The data from the summative evaluation will be presented to the study site school leadership to help with the development of follow-up and additional PD needs. In the next section, I will discuss the implications of the project.

Project Implications

Social Change Implications

This project study was developed based on the finding from Section 2 regarding educators' perspectives of experienced general education elementary teachers' perspectives of PD needs and instructional supports to implement inclusive models for SWDs. Regarding social change, the overarching goal of this 3-Day PD project is to (a) design systems of change through inclusive models of support PD, (b) demonstrate an understanding of Inclusion and inclusive models of support, (c) demonstrate an understanding of disabilities within the inclusive classroom, (d) demonstrate an understanding of resources that can assist with addressing the needs of SWDs in the inclusive setting (e) collaborate with colleagues, (f) development of a feedback system that will monitor and evaluate instructional supports and strategies used in inclusive classrooms, and (g) a collaborative planning schedule that will utilize the feedback system to identify areas of strength, need, and next steps. For the purpose of the

3-Day PD project, experienced elementary general education educators are defined as teachers and school leadership. PD, regarding inclusive models of support, can build educators and educator leaders to implement full Inclusion with fidelity.

Local and Large Context

In a Northeastern state in the United States, at the urban elementary school level, the local problem investigated in this study was that despite the professional development provided for elementary teachers to support SWDs in inclusionary classrooms, elementary teachers have not been prepared to meet the instructional needs of SWDs effectively. The 3-Day PD at the study site has the potential to (a) demonstrate an understanding of Inclusion and inclusionary models of support, (b) demonstrate an understanding of the need for collaboration among general educators and special educators to address the needs of all learners within the inclusive setting, (c) development of a feedback system that will monitor and evaluate instructional supports and strategies used in inclusive classrooms, and (d) a collaborative planning schedule that will utilize the feedback system to identify areas of strength, need, and next steps, (e) demonstrate buy-in and support of the implementation of Inclusion and inclusionary models of support by the stakeholders.

Conclusion

In Section 3, I discussed project goals and the rationale for selecting a 3-day PD project. Based on the three themes that emerged from data analysis, I discussed how Making Sense of Inclusion will be implemented and the outline for the 3-day PD if approval is received from district officials. The 3-day PD is based on educators' needs to

implement inclusion and inclusive models of support within the general education classroom. The 3-day PD involved using Guskey's model of teacher change and teacher change and Knowles' andragogy theory regarding adult learning. In addition to the 3-day PD, there will be observations, mentoring, and ongoing PD. I included a description of goals, project descriptions, project evaluations, and project implications.

In Section 4, I discuss the project's strengths in terms of implementing inclusion PD. Also, I discuss recommendations for alternative approaches to the 3-day PD. Finally, I reflect on my scholarship, project development, and leadership, along with the importance of the doctoral study and recommendations for future research.

Section 4: Reflections and Conclusion

The problem was that despite PD provided for elementary teachers to support SWDs in inclusionary classrooms, experienced elementary teachers have not been prepared to meet instructional needs of SWDs effectively. Experienced Elementary general educators have some training on SWDs but have not been provided consistent PD to address how to implement strategies and inclusive models of support within inclusive settings. Elementary general educators are struggling to address instructional needs of SWDs within the inclusive setting. This basic qualitative study involved examining experienced general education elementary teachers' perspectives of PD needs and instructional supports in order to implement inclusive models for SWDs in the study district. During this 3-day PD project, I used findings from the study to design a project entitled Making Sense of Inclusion for general education teachers, paraeducator, and special education teachers who teach, supervise, and support K-5 grade students (see Appendix A).

Findings from research included needed information for educators at the study site involving incorporating research-based and inclusive models of support, accommodations, modifications, and strategies in order to strengthen learning opportunities and SWD performance on state assessments. The themes were: (a) Experienced Elementary General Education Teachers' Perspective is that PD is Needed On Co-Teach Models, Instructional Strategies and Disabilities to Implement Inclusion for SWDS, and (b) Experienced Elementary General Education Teachers' Perspective is that PD Format Should be On-Going with Follow-Up, and, (c) Experienced Elementary

General Education Teachers' Perspective indicated Systems are Needed for Collaborating and Shifting Perspectives to Implement Inclusion for SWDs. In this section, I discuss the project's strengths and limitations, recommendations for alternative approaches, leadership and change, reflections, implications, application, and directions for future research.

Project Strengths and Limitations

One strength of this project study pertained to the perspectives of the participants from 6 different elementary schools regarding their PD needs, the format in which the PD needs to occur, and the perspective of the need for collaboration in order to shift educators' perspectives that will address the needs of SWDs in the inclusive classroom. Also, the need for all stakeholders to buy into capacity building to develop a core experienced general educators that can effectively implement inclusion in the general education classroom. This core can become trainers within the study site that will address the systemic inclusive PD needs to effectively implement inclusion across the study site.

The decision to create Making Sense of Inclusion was informed by data analysis. Guskey's model of teacher change and Knowles' andragogy theory regarding adult learning were used to develop planning and evaluation methods for the 3-day PD project. During this, educators at the study site will develop their knowledge and skills about inclusion and inclusive models of support to help address needs of SWDs in inclusive settings.

The 3-day PD was created based on themes that emerged from data. First, participants indicated PD is needed for co-teaching models, instructional strategies, and disabilities in order to implement inclusion for SWDs. Second, participants perceived that the PD format should be ongoing with follow-up. Finally, they perceived that the master schedule needs to provide time for collaborating so that general and special educators will have planning time to address the instruction needs of SWDs and shift perspectives to implement inclusion. Hollingworth et al. (2018) stated effective PD has the ability to change a school's climate, culture, teacher morale, and student achievement. Implementation of 3-Day PD will begin during of the 2023-2024 school year, specifically in August 2023. This PD will provide knowledge and skills to implement inclusive models of support within inclusive settings. During PD sessions, educators will develop an understanding of various disabilities within inclusive settings, inclusive models of support, and responsibilities of general and special educators in inclusive settings. Educators will have to collaborate with colleagues and participate in various inclusive activities. They will be able to create an inclusive PD plan to implement inclusion at the study site fully. At the conclusion of each PD session, educators will complete a formative evaluation. This will provide me with information that will be used to make changes to benefit educator participants. The 3-day PD project is created to benefit all current and future stakeholders.

One limitation of *Making Sense of Inclusion* could involve obtaining district officials' and study site leadership's approval. If district leaders do not approve the 3-day PD inclusive plan, educators will not receive knowledge and skills to implement

inclusive models of support within inclusive settings with fidelity. Hence, state scores of SWDs in inclusive settings will continue to lag below state standards for proficiency.

Another limitation of the 3-day PD project involves financial support. Teachers must be compensated if they are required to attend the 3-day PD outside of the school day or year. District leaders determine funding to cover costs of teacher workshops based on an approved district budget. Lack of funding may limit district leaders' monetary allocation to fully fund the 3-day PD project for the 2023-2024 school year.

Recommendations for Alternative Approaches

An alternative approach to the current 3-day PD project would be for the special education chair and myself to meet with educators during monthly staff meetings and provide inclusive PD. Participants indicated collaboration with colleagues and follow-up are essential for successful implementation. If the special education chair helps lead inclusive PD implementation, participants will gain knowledge and skills regarding inclusion and inclusive models of support, opportunities to collaborate, and additional PD that will address any needed follow-up training.

Scholarship, Project Development, and Leadership Change

The educational journey through this doctoral degree in Educational Leadership for Teaching and Learning has increased my knowledge of scholarly writing. Prior to this process, scholarly writing was a challenge because I was not used to utilizing scholarly writing skills. The IRB process that ensures the validity of the research, protection of participants, procedures used by researchers, clarity of data collection process, analysis of data, and quality of data, including the findings, was very informative.

As an educational leader, I was familiar with using quantitative data to determine instructional strengths and weaknesses. Also, I was familiar with determining instruction needs based on quantitative data. This process revealed how qualitative data allows the researcher to explore the perspectives and needs of individuals related to the problem. The use of qualitative data provides insight into factors that affect quantitative data. Even though I had not analyzed a tremendous amount of qualitative data, I chose to use it for this study. I had several setbacks with gaining access to participants due to the COVID-19 pandemic, which impacted not only the number of participants but also the data collection. I had to utilize social media in the midst of a pandemic to gain access to participants. Despite this setback, I gained participants and gathered qualitative data that I learned to open code after several hours. After the first and second rounds of coding, identifying categories, a priori, and identifying themes, I gained better insight into the need for researchers to immerse themselves in the data. By immersing themselves in the data, possible solutions to the problem begin to evolve and solidify. I now understand that the research process is laborious, time management is essential to completing the process, research is a process, and changes can occur based on the researchers' findings.

Project Development

The rationale for the 3-Day PD project genre is based on the perspectives of experienced elementary general education teachers' lack of adequately trained to address the needs of SWDs in inclusive settings. The 3-Day project genre resulted from the research findings. Based on the local problem, research question, and literature reviews, findings indicate a need for PD for elementary education teachers who teach in inclusive

settings. Walden's criteria and the results from the semi-structured interviews guided the project. In section 3, I provide research-based techniques for effective PD, the conceptual framework, and a model for implementing inclusive PD. I developed a 3-Day PD that will include Guskey's (1986) model of teacher change and Knowles' (1970) andragogy theory regarding adult learning. I developed a realistic timeline to implement inclusive PD. After creating the inclusive PD timeline, I used my experience creating PD to develop the presentation. Formative and summative evaluation methods will be used to evaluate the effectiveness of the PD. The result will provide me with the information needed to make immediate changes that address the needs of the participating educators.

Leadership and Change

Effective leaders must be models of their expectations, critical thinkers, and lifelong learners. These are all attributes that I have learned throughout this doctoral journey. This journey has taught me that change must occur in order for us to address the current needs of those we lead and teach. I understand that leaders must embrace change in order for it to be effectively implemented. This doctoral journey deepened my understanding of the importance of reading and reviewing current research that supports the changes needed to daily routines and practices within a setting. My understanding of the importance of research has increased with regard to the impact it has when finding a solution to a given problem. After completing this doctoral study, I want to continue to be a lifelong learner who grows and changes as innovations, reforms, and initiatives occur. I want to continue to read and review current research as it relates to these changes and

share it with others within the system. I will support other educators' research and assist with future research.

Reflection on the Importance of the Work

My doctoral work is important as it provides an in-depth understanding of experienced elementary general educators' instructional and PD perspectives regarding their PD needs and instructional supports to implement inclusive models for SWDs in the study district. My research study provides possible approaches to foster systemic change that effectively improves elementary general educators' abilities to instruct SWDs in inclusive settings.

Education is a field that is constantly changing and evolving. It is a profession that causes us to consistently reflect on our practices and make the necessary changes and modifications in order to improve student and teacher achievement. The work I have completed is a foundation of systemic change for implementing PD that supports full implementation of Inclusion and inclusive models of support within the elementary school study site since experienced elementary general education teachers were not prepared to implement Inclusion and inclusive models of support. The recommended 3-Day project has the potential to support all stakeholders.

My initial approach to this study was to solve a district problem within the elementary study site. As I began the research process and based on the information learned from peer-reviewed journals related to my project study, my understanding of the problem no longer focused on the study site but on the field of education as a whole. I realized that this problem is a global issue that has greatly impacted the educational

system. As a leader, acquiring knowledge to implement change consistently is necessary. This project is the initial study that will ignite change at the study site.

Completing this project study was a challenge to my faith and my perseverance. My chair was changed and as well as my IRB, which was a benefit to me that I did not see initially. My grandmother died, and then my father one month later. I had a difficult time gaining IRB approval from my local school district. Upon approval, not many months later, we faced a global pandemic, covid-19. I had difficulty obtaining participants as we moved to virtual learning without support or education reforms. I lost my mother in the midst of Covid-19, faced health challenges, and struggled to regain my focus. However, I continued to gather and analyze data. Developing codes and categories and identifying emerging themes helped me determine the project genre. Weekly check-in, discussion post, semester plans, and drafts seemed overwhelming at times; Now I understand the importance of all these tasks as instrumental tools toward my success. Various portions of the project study caused me to feel defeated, inadequate, and confused.

Nevertheless, I pressed forward through prayer, my belief in God, and my goal to become Dr. Janell Lewis. This doctoral degree was achieved with the assistance of God, Dr. Cathryn Walker, Dr. Ella Benson, Dr. Marilyn Robb, Dr. Ionus Gelu, my family, my friends, and my colleagues. Earning the degree of Doctor of Education will open new professional opportunities and provide me with the ability to impact change with regard to Inclusion and inclusive models of support.

Implication, Applications, and Directions for Future Research

The purpose of this basic qualitative study was to examine experienced general education elementary teachers' perspectives of PD needs and instructional supports to implement inclusive models for SWDs in the study district. The 3-Day PD, "Making Sense of Inclusion," created from the findings of this study, provides a framework for an inclusive PD model. The PD was designed to address the local problem. The PD included in Appendix A was created based on the data findings from the elementary study site. "Making Sense of Inclusion" has the potential to systemically equip stakeholders with the knowledge they need to implement Inclusion in the elementary inclusive setting fully. The over-arching goal of this 3-Day PD project is to equip educators with the skills, knowledge, and understanding of Inclusion and inclusive models of support so that Inclusion is fully implemented successfully with fidelity at the study site.

Liu and Phelps (2020) state that researchers perceive that teachers' knowledge is an important outcome of PD and a necessary condition for improving teaching practices and student outcomes. This 3-Day PD project has the potential to create social change by improving teaching practices related to Inclusion and inclusive models of support that will also improve student achievement outcomes at the study site. Findings from this study can be used as a model for other schools or districts to address the instructional needs and support general educators need to instruct SWDs in inclusive settings. Further research could investigate the effect of various co-teaching models in inclusive settings or the effects of full Inclusion on student achievement.

Conclusion

The problem investigated by this study is that elementary general educators had not been prepared to implement Inclusion in the inclusive classroom. Seven elementary educators who met the inclusion criteria participated in semi-structured one-on-one interviews using a virtual platform. The criteria used to select participants included: a) teachers who have experience teaching SWDs in the general education classroom, (b) teachers who have five or more years of teaching experience, and (c) teachers who have attended Inclusion PD in the target district. Findings from this study exposed that elementary general educators had difficulty implementing Inclusion due to a lack of collaboration time with special educators, lack of resources, strategies, and skills needed to address the needs of SWDs, lack of understanding of various disabilities within inclusive settings, and a lack of understanding of inclusive models of support which include co-teaching. In order to address the instructional needs of elementary general educators in inclusive settings, I designed a 3-Day Inclusive PD to be implemented at the study site at the beginning of the 2023-2024 school year, and I will monitor and adjust the PD as needed. "Making Sense of Inclusion" s created to address the local problem at the study site. I created the 3-Day PD project that is presented in Appendix A. Throughout this journey, I grew personally and professionally and better understood my responsibilities as a change agent for systemic change. The 3-Day PD will equip educators with the knowledge, skills, and strategies to implement Inclusion within the inclusive classroom. My journey as a change agent will continue beyond the completion

of my doctoral journey. As a change agent, I understand that my journey toward systemic change has just begun, and I look forward to the journey.

References

- Ackah-Jnr, F. R. (2020). The teacher should be learning: In-service professional development and learning of teachers implementing inclusive education in early childhood education settings. *International Journal of Whole Schooling*, *16*(2), 93-121.
- Ainscow, M. (2020). Inclusion and equity in education: Making sense of global challenges. *Prospects*, *49*, 123-134.
- Alghamdi, A., Sihes, B., & Johari, A. (2016). Effects of professional development on classroom practices in some selected Saudi universities. *International Journal of Higher Education*, *5*(1), 152-159. <https://doi.org/10.5430/ijhe.v5n1p152>
- Alnasser, Y. A. (2021). The perspectives of Colorado general and special education teachers on the barriers to co-teaching in the inclusive elementary school classroom. *Education 3-13*, *49*(6), 716-729. <https://doi.org/10.1080/03004279.2020.1776363>
- Angeles, A. J. G., Joaquin, M. N. B., Lapitan, M. A. B., Mabilangan, R. A., & Macale, A. M. (2019). Modified alternative co-teaching approach: Effects on student procedural fluency in algebra. *Normal Lights*, *13*(2).
- Assarroudi, A., Heshmati Nabavi, F., Armat, M. R., Ebadi, A., & Vaismoradi, M. (2018). Directed qualitative content analysis: The description and elaboration of its underpinning methods and data analysis process. *Journal of Research in Nursing*, *23*(1), 42-55. <https://doi.org/10.1177/1744987117741667>
- Bates, C. C., & Morgan, D. N. (2018). Seven elements of effective professional

- development. *Reading Teacher*, 71(5), 623-626.
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2, 8-14. <https://doi.org/10.1016/j.npls.2016.01.001>
- Beninghof, A. M. (2020). *Co-teaching that works: Structures and strategies for maximizing student learning*. John Wiley & Sons.
- Bin Mubayrik, H. F. (2020). New trends in formative-summative evaluations for adult education. *SAGE Open*, 10(3). <https://doi.org/2158244020941006>
- Bogdan, R. C., & Biklen, S. K. (2007). *Research for education: An introduction to theories and methods*. Allyn & Bacon.
- Bohndick, C., Ehrhardt-Madapathi, N., Weis, S., Lischetzke, T., & Schmitt, M. (2022). Pre-service teachers' attitudes towards inclusion and their relationships to personality traits and learning opportunities. *European Journal of Special Needs Education*, 37(1), 146-155. <https://doi.org/10.1080/08856257.2020.1857929>
- Bornman, J. (2017). Developing inclusive literacy practices in South African schools. *Inclusive Principles and Practices in Literacy Education*, (Vol. 11 pp. 105-122). Emerald Publishing Limited.
- Boyle, J., & Scanlon, D. (2018). *Methods and strategies for teaching students with high incidence disabilities*. Cengage Learning.
<https://files.eric.ed.gov/fulltext/EJ1055217.pdf>
- Brevik, L. M. (2019). Explicit reading strategy instruction or daily use of strategies? Studying the teaching of reading comprehension through naturalistic classroom

observation in English L2. *Reading and Writing*, 32(9), 2281-2310.

<https://doi.org/10.1007/s11145-019-09951-w>

- Brigandi, C. B., Gilson, C. M., & Miller, M. (2019). Professional development and differentiated instruction in an elementary school pullout program: A gifted education case study. *Journal for the Education of the Gifted*, 42(4), 362-395.
- Brock, C., Robertson, D., Borti, A., & Gillis, V. (2021). Evolving identities: Exploring leaders' positioning in the birth of a professional literacy collaboration. *Professional Development in Education*, 47(5), 853-869.
- Brooks, R. (2016). Quality teaching in inclusive settings. *Voices from the Middle*, 23(4), 10.
- Brown V. Board of Education, 347 U.S. 483 (1954)
- Byrne, B. (2022). How inclusive is the right to inclusive education? An assessment of the UN convention on the rights of persons with disabilities' concluding observations. *International Journal of Inclusive Education*, 26(3), 301-318.
<https://doi.org/10.1080/13603116.2019.1651411>
- Buli-Holmberg, J., & Jeyaprabhan, S. (2016). Effective practice in inclusive and special needs education. *International Journal of Special Education*, 31(1), 119-134.
<https://files.eric.ed.gov/fulltext/EJ1099986.pdf>
- Buli-Holmberg, J., Nilsen, S., & Skogen, K. (2019). Inclusion for pupils with special educational needs in individualistic and collaborative school cultures. *International Journal of Special Education*, 34(1), 68-82.
- Burner, T., & Svendsen, B. (2020). A Vygotskian perspective on teacher professional

- development. *Education*, 141(1), 11-20.
- Byrd, D. R., & Alexander, M. (2020). Investigating special education teachers' knowledge and skills: Preparing general teacher preparation for professional development. *Journal of Pedagogical Research*, 4(2), 72-82.
<https://doi.org/10.33902/JPR.2020059790>
- Candela, A. G. (2019). Exploring the function of member checking. *The qualitative report*, 24(3), 619-628.
- Carrasco, K. D. (2019). An Examination of Multiple Risk Factors Contributing to Student Dropout Risks Using an Ecological Systems Perspective.
- Chitiyo, J. (2017). Challenges to the use of co-teaching by teachers. *International Journal of Whole Schooling*, 13(3), 55-66. <https://files.eric.ed.gov/fulltext/EJ1163186.pdf>
- Chitiyo, M., Hughes, E., Chitiyo, G., Changara, D., Itimu-Phiri, A., Haihambo, C., Taukeni, S., & Dzenga, C. G. (2019a). Exploring teachers' special and inclusive education professional development needs in Malawi, Namibia, and Zimbabwe. *International Journal of Whole Schooling*, 15(1), 28-49.
- Chitiyo, M., Kumedrzo, F., Hughes, E., & Ahmed, S. (2019b). Teachers' professional development needs regarding inclusive education in Ghana. *International Journal of Whole Schooling*, 15(2), 53-79.
- Clausen, A. M., Wakeman, S., Johnson, H., & Reyes, E. N. (2022). Professional Development Needs Reported by General Education Teachers at Inclusive Private Christian Schools. *Journal of Research on Christian Education*, 31(3), 233-250.
<https://doi.org/10.1080/10656219.2022.2096274>

- Colson, T., Xiang, Y., & Smothers, M. (2021). How professional development in co-teaching impacts self-efficacy among rural high school teachers. *The Rural Educator*, 42(1), 20-31. <https://doi.org/10.35608/ruraledv4211897>
- Comstock, M., Edgerton, A. K., & Desimone, L. M. (2022). Connecting policy to practice: how state and local policy environments relate to teachers' instruction. *Teachers College Record*, 124(11), 82-116.
- Cook, S. C., & McDuffie-Landrum, K. (2020). Integrating effective practices into co-teaching: Increasing outcomes for students with disabilities. *Intervention in School and Clinic*, 55(4), 221-229. <https://doi.org/10.1177/1053451219855739>
- Cooper, S., & Endacott, R. (2007). Basic qualitative research: a design for qualitative research in emergency care? *Emergency medicine journal: EMJ*, 24(12), 816–819. <https://doi.org/10.1136/emj.2007.050641>
- Cortiella, C., & Horowitz, S. H. (2014). The state of learning disabilities: Facts, trends and emerging issues. *New York: National center for learning disabilities*, 25.
- Creswell, J. W. (2012). Collecting qualitative data. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Fourth ed.* Boston: Pearson, 204-35.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

- Crouch, R. L. (2019). Perception of rural general educators on the inclusion and participation of students with significant disabilities. (Master's thesis) https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1087&context=edsrc_etds
- Cunningham, M. P., Huchting, K. K., Fogarty, D., & Graf, V. (2017). Providing access for students with moderate disabilities: An evaluation of a professional development program at a Catholic elementary school. *Journal of Catholic Education, 21*(1), 138-170. <https://digitalcommons.lmu.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1990&context=ce>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*.
- De Bruin, K. (2019). The impact of inclusive education reforms on students with disability: an international comparison, *International Journal of Inclusive Education, 23*:7-8, 811-826, DOI: 10.1080/13603116.2019.1623327
- Delice, G. S. (2023). *Elementary School General Education Teachers' Perceptions on Teaching Students with Autism Spectrum Disorder in an Inclusive Classroom* (Doctoral dissertation, Charleston Southern University).
- Dignath, C., Rimm-Kaufman, S., van Ewijk, R., & Kunter, M. (2022). Teachers' beliefs about inclusive education and insights on what contributes to those beliefs: a meta-analytical study. *Educational Psychology Review, 34*(4), 2609-2660. <https://doi.org/10.1007/s10648-022-09695-0>

- Donohue, D. K., & Bornman, J. (2015). South African teachers' attitudes toward the inclusion of learners with different abilities in mainstream classrooms. *International Journal of Disability, Development, and Education*, 62(1), 42-59. R
<https://doi.org/10.1080/1034912X.2014.985638>.
- Downe-Wamboldt, B. (1992). Content analysis: Method, applications, and issues. *Health Care for Women International*, 13, 313-321.
<https://doi.org/10.1080/07399339209516006>
- Duncan, J., Punch, R., & Croce, N. (2021). Supporting primary and secondary teachers to deliver inclusive education. *Australian Journal of Teacher Education*, 46(4), 92-107.
- Duty, S. L. (2016). *The impact of daily 5 and cafe literacy framework on reading comprehension in struggling fourth grade readers: A case study*.
doi:10.15760/etd.2706
- Education for All Handicapped Children Act, Pub. L. No. 94-142, § 3(b)(4), Stat., 1975.
- El-Jabali, A., & Beehari, M. (2018). Critique of an Evaluation Report Using Owen's Five Forms of Program Evaluation.
- Elder, B. C. (2020). Necessary First Steps: Using Professional Development Schools to Increase the Number of Students with Disability Labels Accessing Inclusive Classrooms. *School-University Partnerships*, 13(1), 32-43.
- Evins, A. E. (2015). *The effects of inclusion classrooms on students with and without developmental disabilities: Teachers perspectives on the social, emotional, and*

behavioral development of all students in inclusion classrooms. (Doctoral dissertation) https://digitalcommons.du.edu/capstone_masters/31/

Ewing, D. L., Monsen, J. J., & Kielblock, S. (2018). Teachers' attitudes towards inclusive education: a critical review of published questionnaires. *Educational Psychology in Practice, 34*(2), 150-165. <https://doi.org/10.1080/02667363.2017.1417822>

Francisco, M. P. B., Hartman, M., & Wang, Y. (2020). Inclusion and special education. *Education Sciences, 10*(9), 238. <https://doi.org/10.3390/educsci10090238>

Fitzgerald, J., & Radford, J. (2022). Leadership for inclusive special education: a qualitative exploration of SENCOs' and principals' experiences in secondary schools in Ireland. *International Journal of Inclusive Education, 26*(10), 992-1007.

Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian & New Zealand Journal of Psychiatry, 36*(6):717-732. <https://doi.org/10.1046/j.1440-1614.2002.01100.x>

Fullan, M., & Knight, J. (2011). Coaches as system leaders. *Educational leadership, 69*(2), 50-53.

Gaines, T., & Barnes, M. (2017). Perceptions and attitudes about inclusion: Findings across all grade levels and years of teaching experience. *Cogent Education, 4*(1), 1313561.

- Garcia, S. (2018, February). Improving classroom preparedness using guided practice. In *Proceedings of the 49th ACM Technical Symposium on Computer Science Education* (pp. 326-331).
- Gehrke, R. S., Cocchiarella, M., Harris, P., & Puckett, K. (2014). Field experience and perception of inclusion: Varying contexts, structures, and interpretation. *Journal of the International Association of Special Education*, 15(2).
<https://www.iase.org/Publications/2014%20JIASE%20TOPICAL%20EDITION%20FINAL.pdf>
- Gokdere, M. (2012). A comparative study of attitude, concern, and interaction levels of elementary school teachers and teacher candidates towards inclusive education. *Education Sciences: Theory & Practice*, 12(4), 2800-2806.
<https://files.eric.ed.gov/fulltext/EJ1002876.pdf>
- Golden, S. (2017). *Qualitative Research*.
https://www.researchgate.net/publication/314245673_Qualitative_Research
- Grant, M. (2014). A tale of two teachers: An analytical look at the co-teaching theory using a case study model. *Online Submission*.
<https://files.eric.ed.gov/fulltext/ED563448.pdf>
- Green, J., & Thorogood, N. (2018). *Qualitative methods of health research*. Sage.
- Gregory, J. L., McCoy, T. A., Baker, M. F., & Fedigan, A. L. (2016). Using educator characteristics on attitudes toward inclusion to drive professional development. *Journal of Advances in Education Research*, 1(1), 21.

- Griffith, K. G., Jones, K., Winship, J., & Howard, E. (2019). Developing student growth through effective inclusion skill sets in the rural black belt region of Alabama and Mississippi. *European Journal of Educational Sciences*, 6(3), 16-26.
- Gupta, S. S., & Rous, B. S. (2016). Understanding change and implementation. *Young Children*. 71(2), 82-91. <https://www.jstor.org/stable/ycyoungchildren>.
- Guskey, T. (1986). Context variables that affect measures of teacher. *The Journal of Educational Research*, 81(1), 41-47. <https://doi.org/10.1080/00220671.1987.10885795>
- Guskey, T. (2002). Professional development and teacher change. *Teachers and teaching*. 8(3), 380-391. <https://keystoliteracy.com/wp-content/pdfs/orc-implement-science/PD%20and%20Teacher%20Change.pdf>
- Hassanein, E. E., Alshaboul, Y. M., & Ibrahim, S. (2021). The impact of teacher preparation
- Haug, P. (2017). Understanding inclusive education: ideals and reality. *Scandinavian Journal of Disability Research*, 19(3), 206-217.
- Henry, C., & Namhla, S. (2020). Continuous professional development for inclusive ECD teachers in Chiredzi Zimbabwe: Challenges and opportunities. *Scientific African*, 8, e00270.
- Heredia, B. (2021). General Education Teachers' Perspectives Of Differentiated Instruction In The Inclusive Classroom (Doctoral dissertation, California State Polytechnic University, Pomona).

- Heyd-Metzuyanim, E., Smith, M., Bill, V., & Resnick, L. B. (2019). From ritual to explorative participation in discourse-rich instructional practices: a case study of teacher learning through professional development. *Educational Studies in Mathematics, 101*, 273-289.
- Heyder, A., Südkamp, A., & Steinmayr, R. (2020). How are teachers' attitudes toward inclusion related to the social-emotional school experiences of students with and without special educational needs? *Learning and Individual Differences, 77*, 101776.
- Hills, D. C., & Sessoms-Penny, S. (2021). Pre-Service professional development for inclusion teachers. *Research in Higher Education Journal, 40*.
- Hollingworth, L., Olsen, D., Asikin-Garmager, A., & Winn, K. M. (2018). Initiating conversations and opening doors: How principals establish a positive building culture to sustain school improvement efforts. *Educational Management Administration & Leadership, 46*(6), 1014-1034.
- Holmqvist, M., & Lelinge, B. (2021). Teachers' collaborative professional development for inclusive education. *European Journal of Special Needs Education, 36*(5), 819-833. <https://doi.org/10.1080/08856257.2020.1842974>
- Howard, P. (2004). The least restrictive environment: How to tell? *Journey of Law and Education. Vol. 33*(2), 167-180.
- Hsiao, F., Burgstahler, S., Johnson, T., Nuss, D., & Doherty, M. (2019). Promoting an accessible learning environment for students with disabilities via faculty

- development (Practice Brief). *Journal of Postsecondary Education and Disability*, 32(1), 91-99.
- Hsieh, H. F., & Shannon, S. E. (2005). *Qualitative Health Research* 15(9), 1277-
<https://doi.org/10.1177/1049732305276687>
- Huang, Z., Liu, Q., Chen, Y., Wu, L., Xiao, K., Chen, E., Haiping, M. & Hu, G. (2020).
 Learning or forgetting? a dynamic approach for tracking the knowledge
 proficiency. <https://doi.org/10.1145/3379507>
- Hubers, M. D., D. Endedijk, M., & Van Veen, K. (2022). Effective characteristics of
 professional development programs for science and technology
 education. *Professional Development in Education*, 48(5), 827-846.
- Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004).
<http://sites.ed.gov/idea/regs/b/a/300.8>
- Individuals with Disabilities Education Act, 34 C.F.R. _§ _300.1114 (2004) et. seq.
- Janney, R. E., & Snell, M. E. (2013). Modifying schoolwork in inclusive classrooms.
Theory Into Practice, 45(3), 215-223.
https://doi.org/10.1207/s15430421tip4503_3
- Jez, R. J., & Luneta, K. (2018). Effective teacher training on inclusive practices: Using
 needs and interests to design professional development and follow-up support in
 South Africa. *Asian Journal of Inclusive Education*, 6(1), 22-47.
- Joyce, J., Harrison, J. R., & Gitomer, D. H. (2020). Modifications and accommodations: a
 preliminary investigation into changes in classroom artifact quality. *International*

Journal of Inclusive Education, 24(2), 181-201.

<https://doi.org/10.1080/13603116.2018.1453876>

- Kahlke, R. M. (2014). Basic qualitative approaches: Pitfalls and benefits of methodological mixology. *International Journal of Qualitative Methods*, 13(1), 37-52. <https://doi.org/10.1177/160940691401300119>
- Kalinowski, E., Gronostaj, A., & Vock, M. (2019). Effective professional development for teachers to foster students' academic language proficiency across the curriculum: A systematic review. *AERA Open*, 5(1), 2332858419828691.
- Karlsen, K. H., Lockhart-Pedersen, V., & Bjørnstad, G. B. (2019). "... but, it's really grown on me, Storyline, as practical as it has been": A critical inquiry of student teachers' experiences of the Scottish Storyline Approach in teacher education. *Teaching and Teacher Education*, 77, 150-159.
- Katzin, G. A. (2020). A phenomenological study of teacher perceptions of blended learning: Definition, adoption, and professional development (Doctoral dissertation, Lindenwood University).
- Kazmi, A. B., Kamran, M., & Siddiqui, S. (2023, April). The effect of teacher's attitudes in supporting inclusive education by catering to diverse learners. In *Frontiers in Education* (Vol. 8, p. 1083963). Frontiers.
<https://doi.org/10.3389/feduc.2023.1083963>
- Kelley, R. G., Brown, M. R., & Knapp, D. (2017). Evaluation of the Student Experience in the Co-Taught Classroom. *International Journal of Special Education*, 32(3), 520-537.

- Kirkpatrick, L., Searle, M., Smyth, R. E., & Specht, J. (2020). A coaching partnership: resource teachers and classroom teachers teaching collaboratively in regular classrooms. *British Journal of Special Education*, 47(1), 24-47.
- Kostiainen, E., Ukskoski, T., Ruohotie-Lyhty, M., Kauppinen, M., Kainulainen, J., & Mäkinen, T. (2018). Meaningful learning in teacher education. *Teaching and Teacher education*, 71, 66-77.
- Kossewska, J., Bombińska-Domżał, A., Cierpiałowska, T., Lubińska-Kościółek, E., Niemiec, S., Płoszaj, M., & Preece, D. R. (2021). Towards inclusive education of children with Autism Spectrum Disorder. The impact of teachers' autism-specific professional development on their confidence in their professional competences. *International Journal of Special Education*, 36(2), 27-35.
<https://doi.org/10.52291/ijse.2021.36.15>
- Knowles, M. S. (1970). *The modern practice of adult education: Andragogy versus pedagogy*. <https://doi.org/10.1080/00220612.1971.10671867>
- Knowles, M. S. (1984). *The adult learner: A neglected species* (3rd Ed.). Gulf Publishing.
- Knowles, M. (2002). Malcolm Knowles, informal adult education, self-direction and andragogy. *The encyclopedia of informal education*.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). Routledge.

- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2012). *The adult learner: The definitive classic in adult education and human resource development* (7th ed.). Routledge.
- Ko, B., & Boswell, B. (2013). Teachers' perceptions, teaching practices, and learning opportunities for inclusion. *The Physical Educator*, 70(3), 223-242.
https://ezp.waldenulibrary.org/login?qurl_https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1459405544%3Faccoun
- Kossewska, J., Bombińska-Domżał, A., Cierpiałowska, T., Lubińska-Kościółek, E., Niemiec, S., Płoszaj, M., & Preece, D. R. (2021). Towards inclusive education of children with Autism Spectrum Disorder. The impact of teachers' autism-specific professional development on their confidence in their professional competences. *International Journal of Special Education*, 36(2), 27-35.
<https://doi.org/10.52291/ijse.2021.36.15>
- Kurth, J. A., & Keegan, L. (2014). Development and use of curricular adaptations for students receiving special education services. *The Journal of Special Education*, 48(3), 191-203. <https://doi.org/10.1177/0022466912464782>.
- Lachlan-Hache, L., & Castro, M. (2015). *Proficiency or Growth? An Exportation of Two Approached for Writing Student Learning Targets*. American Institutes for Research. Washington, DC. <https://www.air.org/sites/default/files/Exploration-of-Two-Approaches-Student-Learning-Targets-April-2015.pdf>

- Lelinge, B., & Alwall, J. (2022). School Improvement and Teachers' Collaborative Professional Development for Inclusive Education: A Swedish Case. *International Journal of Whole Schooling*, 18(2), 28-54.
- Liu, S., & Phelps, G. (2020). Does teacher learning last? Understanding how much teachers retain their knowledge after professional development. *Journal of Teacher Education*, 71(5), 537-550.
- Lo, Y. Y., & Lin, A. M. (2019). Curriculum genres and task structure as frameworks to analyze teachers' use of L1 in CBI classrooms. *International Journal of Bilingual Education and Bilingualism*, 22(1), 78-90.
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice*. Jossey-Bass.
- Lopes, J. L., & Oliveira, C. R. (2021). Inclusive education in Portugal: Teachers' professional development, working conditions, and instructional efficacy. *Education Sciences*, 11(4), 169.
<https://doi.org/10.3390/educsci11040169>
- Lovett, B. J., & Lewandowski, L. J. (2015). *School psychology book series. Testing accommodations for students with disabilities: Research-based practice*. Washington, DC, US: American Psychological Association. pp.167-186
- Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: guided by information power. *Qualitative health research*, 26(13), 1753-1760. doi: 10.1177/1049732315617444
- Mangope, B., & Mukhopadhyay, S. (2015). Preparing teachers for inclusive education in

Botswana: The role of professional development. *Journal of International Special Needs Education*, 18(2), 60-72. <https://doi.org/10.9782/2159-4341-18.2.60>

Mathieu, L. (2019). *An Examination of Special Education Instructional Programs for English Learners in New York City Schools* (Doctoral dissertation, Teachers College, Columbia University). <https://doi.org/10.7916/d8-0ta8-ks79>

Matorevhu, A. (2022). Teacher educators' nature of understanding of adult learning theories application in pre-service teachers' classes. *Electronic Journal of Education, Social Economics and Technology*, 3(1), 24-32.

McGhie-Richmond, D., & Haider, F. (2020). Collaborating for inclusion: The intersecting roles of teachers, teacher education, and school leaders in translating research into practice. *Exceptionality Education International*, 30(2), 32-50. <https://doi.org/10.5206/eei.v30i2.11080>

McGlynn, K., & Kelly, J. (2019). Adaptations, modifications, and accommodations. *Science Scope*, 43(3), 36-41. <https://ezp.waldenulibrary.org/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F2298723835%3Faccou>

McKee, M. T., & Caldarella, P. (2016). Middle school predictors of high school performance: A case study of dropout risk indicators. *Education*, 136(4), 515-529.

- McKee, A., & Gomez, A. S. (2020). Increasing inclusive education through a learning center model: A California approach. *Journal of Education and Development*, 4(1), 43. <https://doi.org/10.20849/jed.v4i1.705>
- McLeskey, J., Billingsley, B., & Ziegler, D. (2018). Using high-leverage practices in teacher preparation to reduce the research-to-practice gap in inclusive settings. *Australasian Journal of Special and Inclusive Education*, 42(1), 3-16. doi:10.1017/jsi.20
- Merriam, S. B. (1998). *Qualitative Research and Case Study Application in Education*. Jossey-Bass.
- Merriam, S. B. (2002). *Qualitative Research in Practice: Examples for discussion and analysis*. Jossey-Bass.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implement*. Jossey-Bass.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Meyer-Looze, C. L., & Vandermolen, R. (2021). Building School Leader Capacity for Impact. *School Leadership Review*, 16(1), 3.
- Middleton, T. N. (2020). The Relationship Between Co-Teaching Partnerships and Student Achievement.
- Mngo, Z. Y., & Mngo, A. Y. (2018). Teachers' perceptions of inclusion in a pilot inclusive education program: Implications for instructional leadership. *Education Research International*, 2018.

- Monsen, J., Ewing, D., & Kwoka, M. (2014). Teachers' attitudes towards inclusion, perceived adequacy of support and classroom learning environment. *Learning Environments Research*, 17(1), 113-126. <https://doi.org/10.1007/s10984-013-9144-8>.
- Morris, J., Song, Y., Soloway, E., & Norris, C. (2021). Teacher professional development in STEM education. *Journal of Educational Technology & Society*, 24(4).
- Ngo, N. H. H., & Cherrington, S. (2022). Employing the lens of andragogy theory to understand Vietnamese tertiary EFL lecturers perceived needs for professional development (PD). *Studies in the Education of Adults*, 1-16. <https://doi.org/10.1090/02660830.2022.2144213>
- Ní Bhroin, Ó., & King, F. (2020). Teacher education for inclusive education: a framework for developing collaboration for the inclusion of students with support plans. *European Journal of Teacher Education*, 43(1), 38-63.
- Nelson, V. M. (2021). *Identification Process of Black and Hispanic Students in Elementary Gifted Education* (Doctoral dissertation, Walden University).
- No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6301 (2002).
- Obama, B. (2016). Every student succeeds act. <https://www.ed.gov/essa>
- Oltmann, S. (2016). Qualitative Interviews: A methodological discussion of the interviewer and respondent contexts. *Forum: Qualitative Social Research*, 17(2) Art. 15. May 2016. <https://doi.org/10.17169/fqs-17.2.2551>
- Pancsofar, N., & Petroff, J. G. (2016). Teachers' experiences with co-teaching as a model for inclusive education. *International Journal of Inclusive Education*, 20(10). 1-

11. <https://doi.org/10.1080/136031116.2016.1145264>
- Pantic, N., & Florian, L. (2015). Developing teachers as agents to inclusion and social justice. *Education Inquiry*, 6(3), 27311. <https://doi.org/10.3402/edui.v6.27311>
- Pathak, A., & Intrat, C. (2016). Use of semi-structured interviews to investigate teacher perceptions of student collaboration. *Malaysian Journal of ELT Research*, 8(1), 1-10. <https://www.melta.org.my/>
- Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: context and conversation. *Qualitative Health Research*, 28(3), 381–388. <https://doi.org/10.1177/1049732317697102>
- Pitts, J. (2021). *General Education and Special Education Teachers' Perceptions of Co-Teaching in High Schools* (Doctoral dissertation, Walden University).
- Postholm, M. B. (2012). Teachers' professional development: A theoretical review. *Educational Research*, 54(4), 405-429. <https://doi.org/10.1080/00131881.2012.734725>
- Rapp, A. C., & Corral-Granados, A. (2021). Understanding inclusive education—a theoretical contribution from system theory and the constructionist perspective. *International Journal of Inclusive Education*, 1-17. <https://doi.org/10.1080/13603116.2021.1946725>
- Reese, L., Richards-Tutor, C., Hansuvadha, N., Pavri, S., & Xu, S. (2018). Teachers for inclusive, diverse urban settings. *Issues in Teacher Education*, 27(1), 17-27.
- Reitz, S. (2020). Understanding teacher experience with instructional coaching to inform program improvement reflecting the principles of adult learning theory: A mixed

method case study.

- Ricci, L. A., & Fingon, J. C. (2017). Faculty modeling co-teaching and collaboration practices in general education and special education courses in teacher preparation programmes. *Athens Journal of Education*, 4(4), 351-362.
<https://www.athensjournals.gr/aje>
- Robinson, D. (2017). Effective inclusive teacher education for special educational needs and disabilities: Some more thoughts on the way forward. *Teaching and Teacher Education*, 61. 164-178. <https://doi.org/10.1016/j.tate.2016.09.007>
- Rodesiler, C. A., & McGuire, J. M. (2015). Ideas in practice: Professional development to promote universal design for instruction. *Journal of Developmental Education*, 24-31. www.jstor.org/stable/24614043
- Rodgers, E., D'Agostino, J., Berenbon, R., Mikita, C., Winkler, C., & Wright, M. E. (2022). Teachers' beliefs and their students' progress in professional development. *Journal of Teacher Education*, 73(4), 381-396.
- Rose, R., & Doveston, M. (2015). Collaboration across cultures: Planning and delivering professional development for inclusive education in India. *Support for Learning*, 30(3), 177-191.
- Roumell, E. A., Todoran, C., & Salajan, F. D. (2020). A framework for capacity building in adult and workforce education programming. *Adult Literacy Education*, 2(2), 16-32.

- Royster, O., Reglin, G. L., & Losike-Sedimo, N. (2014). Inclusion professional development model and regular middle school educators. *Journal of At-Risk Issues*, 18(1), 1-10. <https://files.eric.ed.gov/fulltext/EJ1029754.pdf>
- Saldana, J. (2021). *The coding manual for qualitative researchers*. Sage Publishing.
- Saleh, M., Mujiyanto, J., & Shofwan, A. (2017). Andragogy and pedagogy: Learning method orientations for EFL adult learners. *Asian Journal of Educational Research*, 5(2).
- Samuel, C. A. (2016). Number of U.S. students in special education ticks upward. *Education Week*, 35(28), 1. <https://www.edweek.org/ew/articles/2016/04/20/number-of-us-students-in-special-education.html>
- Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education*, 101, 103305. <https://doi.org/10.1016/j.tate.2021.103305>
- Sanz-Cervera, P., Fernandez-Andres, M. I., Pastor-Cerezuela, G., & Tarraga-Minguez, R. (2017). Pre-Service teachers' knowledge, misconceptions and gaps about autism spectrum disorder. *Teacher Education and Special Education*, 40(3), 212-224. <https://doi.org/10.1771088840641770963>
- Sandoval, L. Y., Rodríguez-Sedano, A., & Ecima, I. (2010). Ethical qualities of professional development of the educator a humanistic perspective needed to manage a new way to see the quality of education. *Procedia-Social and*

Behavioral Sciences, 2(2), 2589-2593.

<https://doi.org/10.1016/j.sbspro.2010.03.378>

Sayeski, K. L., Reno, E. A., & Thoele, J. M. (2022). Specially Designed Instruction: Operationalizing the Delivery of Special Education Services. *Exceptionality*, 1-13. <https://doi.org/10.1080/09362835.2022.2158087>

Schwab, S., & H Alnahdi, G. (2020). Do they practice what they preach? Factors associated with teachers' use of inclusive teaching practices among in-service teachers. *Journal of Research in Special Educational Needs*, 20(4), 321-330.

Scanlon, D., & Baker, D. (2012). An accommodations model for the secondary inclusive classroom. *Learning Disability Quarterly*, 35(4), 212-224. <https://doi.org/10.1177/0731948712451261>

Scheer, D. (2021). Integrated framework model for the leadership role of principals in inclusive education. *European Journal of Education*, 56(4), 660-680.

Serpa, M. D. L. B. (2011). An imperative for change: Bridging special and language learning education to ensure a free and appropriate education in the least restrictive environment for students with disabilities in Massachusetts. http://scholarworks.umb.edu/gaston_pubs

Shady, S., Luther, V., & Richman, L. (2013). Teaching the Teachers: A study of perceived professional development needs of educators to enhance positive attitudes toward inclusive practices. *Education Research and Perspectives an International Journal*, 40(1), 169-191. <http://www.erpjournal.net/wp->

content/uploads/2013/04/ERP40_Final_Luther-et-al.-_2013_-Teaching-the-teachers.pdf

- Shaffer, L., & Thomas-Brown, K. (2015). Enhancing teacher competency through co-teaching and embedded professional development. *Journal of Education and Training Studies*, 3(3), 117-125. <https://doi.org/10.11114/jets.v3i3.685>
- Sharma, U., Arthur-Kelly, M., & Paterson, D. (2018). Preparing special and inclusive educators for their new roles in the 21st Century. *Australasian Journal of Special and Inclusive Education*, 42(1), 1-2.
- Sharma, U., & Nuttal, A. (2016). The impact of training on pre-service teacher attitudes, concerns, and efficacy towards inclusion. *Asia-Pacific Journal of Teacher Education*. Vol. 44(2), 142-155. doi: 10.1080/1359866X.2015.1081672
- Silverman, D. (Ed.). (2016). *Qualitative research*. Sage.
- Sims, L. (2020). The Relationship between Professional Development, Instruction, and Student Achievement in Elementary Mathematics (Doctoral dissertation, Walden University).
- Sims, S., & Fletcher-Wood, H. (2018). Characteristics of effective teacher professional development: what we know, what we don't, how we can find out. *Teacher Tool Kit*.
- Stake, R. E. (2013). *Multiple case study analysis*. Guilford press.
- Stites, M., Rakes, C., Noggle, A., & Shah, S. (2018). Preservice Teacher Perceptions of Preparedness to Teach in Inclusive Settings as an Indicator of Teacher Preparation

- Program Effectiveness, *Discourse and Communication for Sustainable Education*, 9(2), 21-39. doi: <https://doi.org/10.2478/dcse-2018-0012>
- Smith, D. (2019). *Elementary Teachers' Perceptions of Effective Strategies to Increase Student Academic Achievement* (Doctoral dissertation, Walden University).
- Soto, M. B. (2016). Access or Success/ Wyoming special education and the hope of a new era in appropriate education. *Wyoming Law Review*. Vol. 16(1), 223-247. <http://repository.uwyo.edu/cgi/viewcontent.cgi?article=1201&context=wlr>
- Sprott, R. A. (2019). Factors that foster and deter advanced teachers' professional development. *Teaching and Teacher Education*, 77, 321-331.
- Stake, R. E. (2005). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (E.Ds.), *The Sage handbook of qualitative research* (3rd ed., 443-66). SAGE Publications, Inc.
- Stephens, L. (2021). *Recommendations to Improve Co-Teaching in the Secondary Inclusion Classroom* (Doctoral Dissertation, Liberty University).
- Sterret, W. L., Parker, M. A., & Mitzner, K. (2018). Maximizing teacher time: The collaborative leadership role of the principal. *Journal of Organizational and Educational Leadership*, 3(2), 1
- Stetson & Associates, Inc., (2018). *Models of support for inclusive schools a resource guide for practitioners*. Retrieved from https://stetsonassociates.com/wp-content/uploads/2018/07/TCASE_2018.pdf
- Strogilos, V., Avramidis, E., Voulagka, A., & Tragoulia, E. (2020). Differentiated instruction for students with disabilities in early childhood co-taught classrooms:

Types and quality of modifications. *International Journal of Inclusive Education*, 24(4), 443-461.

Strogilos, V., Tragoulia, E., Avramidis, E., Voulagka, A., & Papanikolaou, V. (2017).

Understanding the development of differentiated instruction for students with and without disabilities in co-taught classrooms. *Disability & Society*, 32(8), 1216-1238.

Sun, C. (2019, October). Preparing teachers for inclusion: Attitudes, challenges and concerns of general education novice teachers from the perspective of a credential program training teacher. In *2019 3rd International Conference on Economic Development and Education Management (ICEDEM 2019)*. Atlantis Press.

Svendsen, B. (2020). Inquiries into Teacher Professional Development—What Matters? *Education*, 140(3), 111-130.

Thessin, R. A. (2021). The principal's role in planning essential supports for school-based professional learning communities. *Educational Planning*, 28(2), 7-25.

Thomas, D. R. (2008). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27(2). <https://doi.org/10.1177/1098214005283748>

Toth, M., & Marzano, R. (2015). *Aligning standards with instruction and student evidence using the Marzano teacher evaluation model*.

<https://www.learningsciences.com/wp/wp-content/uploads/2017/06/Aligning-Standards-Report-2015.pdf>

- U.S. Department of Education (2010). *Public law 94-142*. Retrieved from http://www2.ed.gov/about/offices/list/sers/idea35/history/index_pg10.html
- U.S. Department of Education (2017). *Building the legacy: IDEA 2004*. Retrieved from <http://idea.ed.gov>
- Villa, R., & Thousand, J. (2005). *Creating an inclusive school*. ASCD.
- Vincent, J. (2019). The impact of collaborative teaching on teaching efficacy among inclusive teachers in Malaysia. *Journal Pendidikan Bitara UPSI*, 12, 84-95. Retrieved from <https://ojs.upsi.edu.my/index.php/JPB/article/view/3071>
- Vincent, C., McClure, H., Marquez, B., & Goodrich, D. (2021). Designing Professional Development in Restorative Practices: Assessing High School Personnel's, Students', and Parents' Perceptions of Discipline Practices. *NASSP Bulletin*, 105(4), 250-275. <https://doi.org/10.1177/01926365211045461>
- Vlah, N., Velki, T., & Kovacic, E. (2021). Teachers' Self-Efficacy Based on Symptoms of Attention Deficit Hyperactivity Disorder in Primary School Pupils. *Center for Educational Policy Studies Journal*, 11(3), 141-161. doi: 10.26529/cepsj.746
- Voogt, J. M., Pieters, J. M., & Handelzalts, A. (2018). Teacher collaboration in curriculum design teams: Effects, mechanisms, and conditions. In *Teacher Learning Through Teacher Teams* (pp. 7-26). Routledge.
- Wa-Mbaleka, S. (2019). Ethics in Qualitative Research: A Practical Guide. *International Forum Journal*, 22(2), 116-132. Retrieved from <https://journals.aiias.edu/info/article/view/51>

- Westwood, P. (2018). *Inclusive and adaptive teaching: Meeting the challenge of diversity in the classroom*. Routledge.
- Whitworth, B., & Chiu, J. (2015). Professional development and teacher change: The missing leadership link. *Journal of Science Teacher Education*, Vol. 26(2), 121-137. doi: 10.1007/s10972-014-9411-2
- Willard, C. (2019). Four key ideas about co-teaching in high school classrooms. *International Journal of Whole Schooling*, 15(2), 81-102.
- Wilson, A., Sokal, L., & Woloshyn, D. (2018). (Re)-Defining 'teacher': preservice teachers with disabilities in Canadian teacher education programs. *Australasian Journal of Special and Inclusive Education*, 42(1), 17-29. doi:10.1017/jsi.2018.2
- Yin, R. (2014). *Case study research: Design and methods (applied social research methods)*. SAGE Publications.
- Yin, R. K. (2016). *Qualitative research from start to finish* (2nd ed.). Guilford Publications.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.
- Zirkel, P. A. (2020). An updated primer of special education law. *Teaching Exceptional Children*, 52(4), 261-265. <https://doi.org/10.1177/0040059919878671>

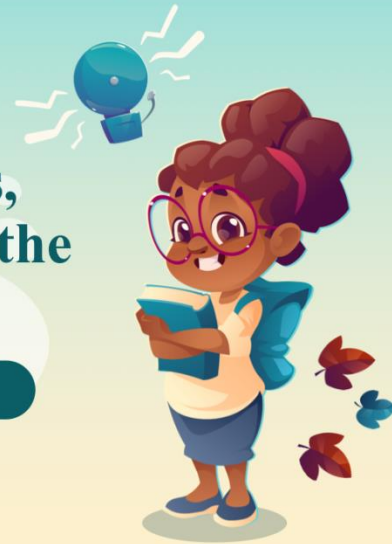
Appendix A: The Project

Project Goals

- Goal 1: Experienced elementary general education teachers will develop an understanding of disabilities of students, inclusive models that support, the role of general and special education teacher, and school leadership to implement inclusive models to support the instruction of SWDs.
- Goal 2: Experienced elementary general education teachers will use PD materials in order to identify instructional strategies, accommodations, and modifications to support SWDs' instructional needs in inclusive settings.
- Goal 3: Experienced elementary general and special education teachers will assess their collaborative teaching methods.
- Goal 4: Experienced elementary general and special education teachers will work with school leadership to develop feedback systems for obtaining input from fellow educators teaching SWDs in inclusive classrooms that will monitor instructional strategies, evaluate the effectiveness of instructional strategies, and plan future PD.
- Goal 5: Experienced elementary general and special education teachers will work with school leadership to create a schedule for collaborative planning that utilize the created feedback system to identify areas of strength, need, and next steps.

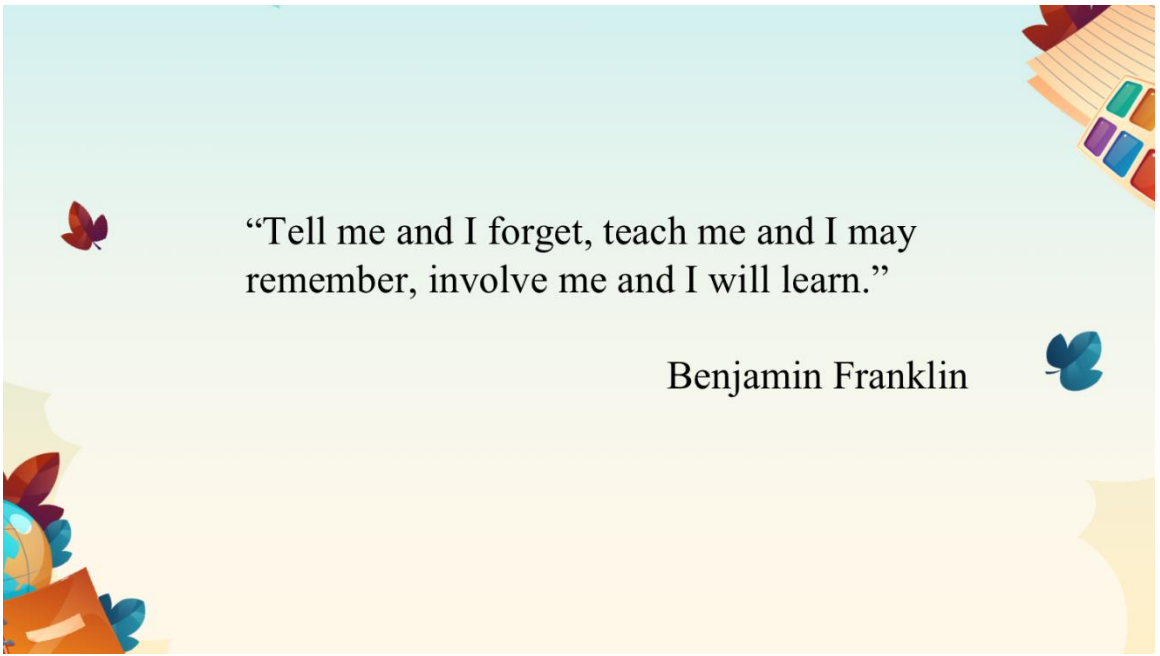
Disabilities, Abilities, Inclusive Models, and the Educators Role

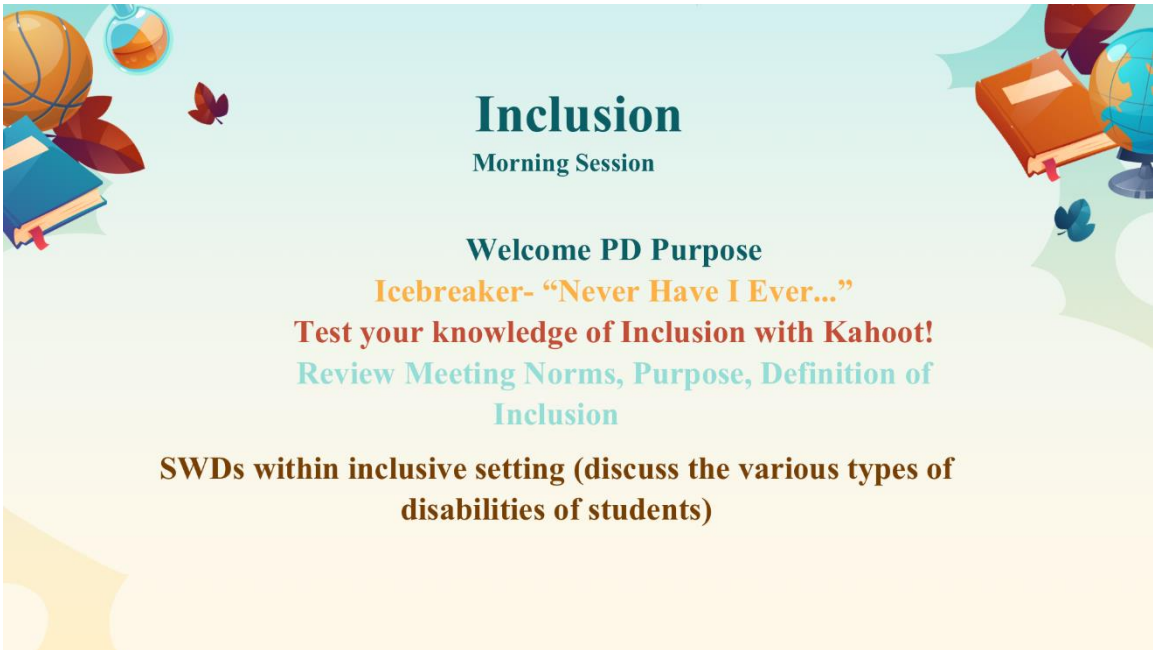
Janell Lewis



“Tell me and I forget, teach me and I may
remember, involve me and I will learn.”

Benjamin Franklin





Inclusion

Morning Session

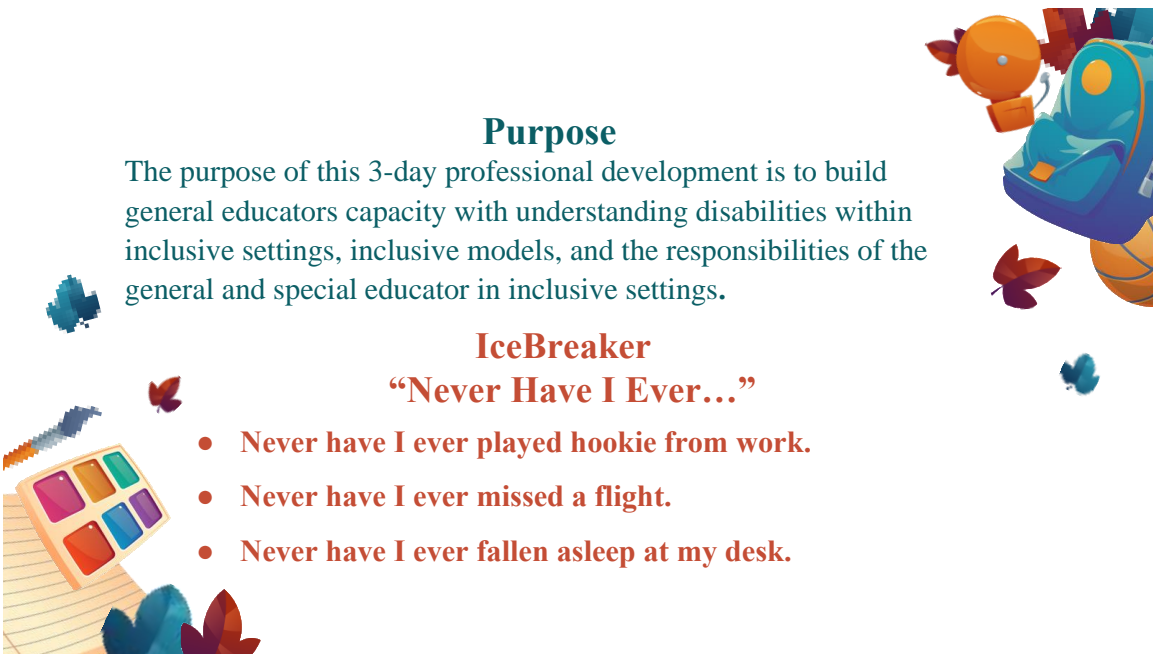
Welcome PD Purpose

Icebreaker- “Never Have I Ever...”

Test your knowledge of Inclusion with Kahoot!

Review Meeting Norms, Purpose, Definition of Inclusion

SWDs within inclusive setting (discuss the various types of disabilities of students)



Purpose

The purpose of this 3-day professional development is to build general educators capacity with understanding disabilities within inclusive settings, inclusive models, and the responsibilities of the general and special educator in inclusive settings.

IceBreaker

“Never Have I Ever...”

- Never have I ever played hookie from work.
- Never have I ever missed a flight.
- Never have I ever fallen asleep at my desk.

NORMS



- Be prepared
- Stay focused
- Arrive on time
- Active listener and participant



Test Your Knowledge of Inclusion


Using your laptop or phone
open the Kahoot app or
website enter the game pin:




Inclusion

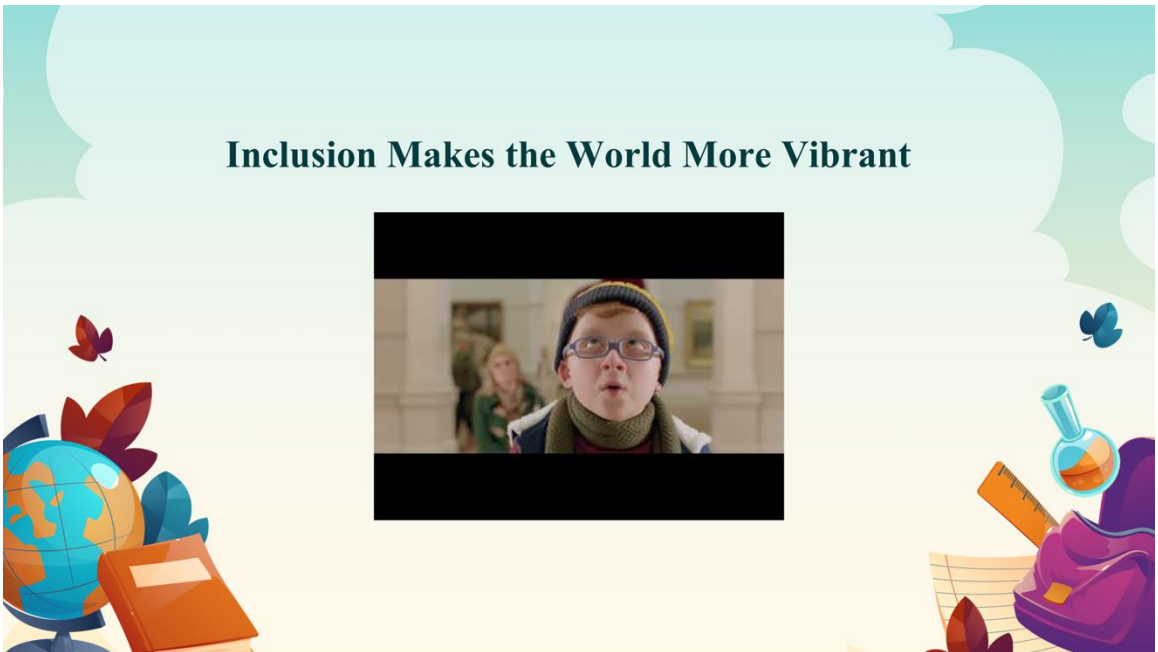
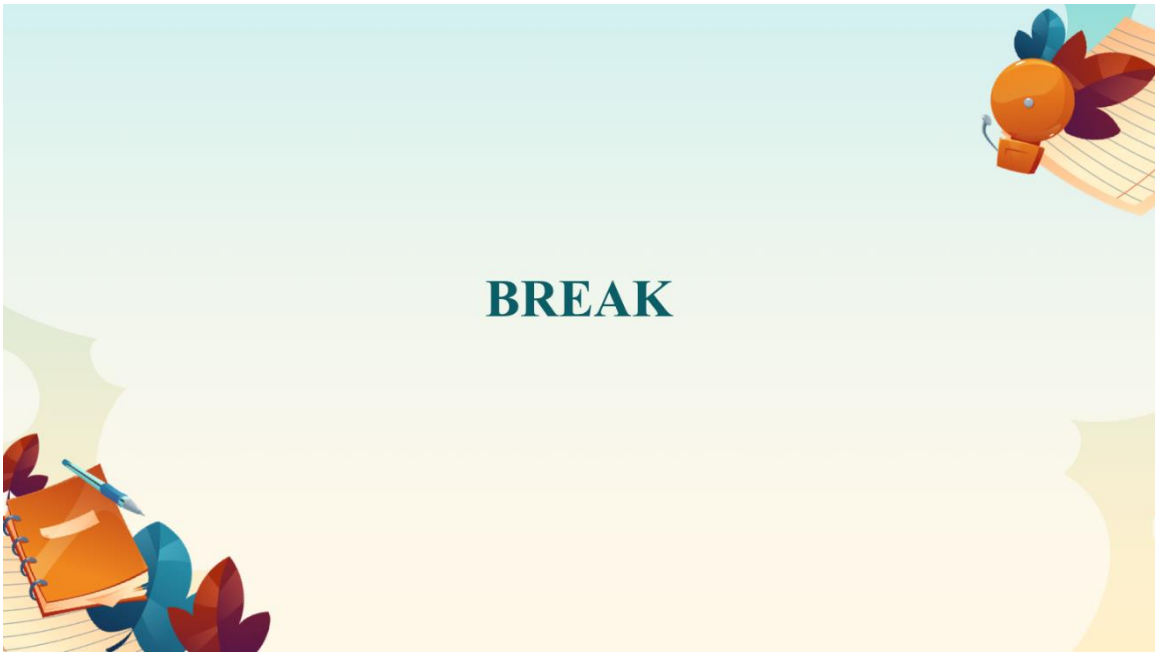
Inclusion is the act or practice of including students with disabilities with the general student population

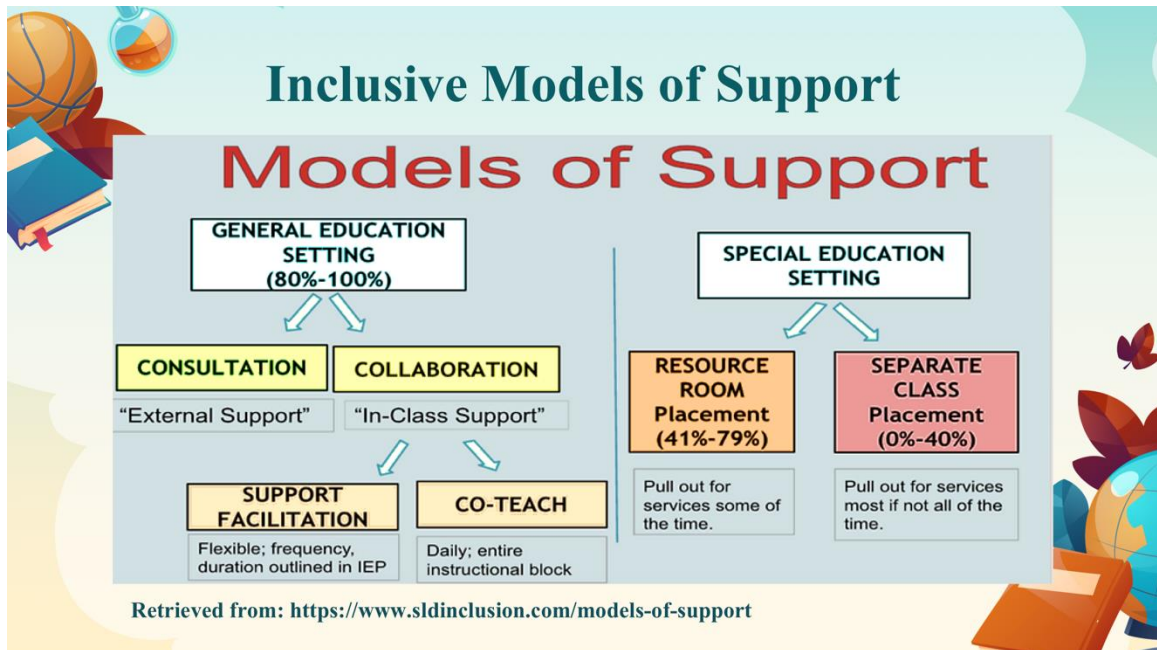
(Retrieved from <https://www.merriam-webster.com/dictionary/inclusion>).



A few common disabilities within the Inclusive Setting







- Learning Disabilities
 - Dyslexia
 - Attention deficit hyperactivity disorder (ADHD)
 - Attention deficit disorder (ADD)
 - Emotional Disabilities (ED)
 - Autism Disorder Spectrum
- 





Collaborative Teaching Structures

Collaborative Teaching *Actions* in the General Education Classroom

Collaborative Teaching Models	Co-Teaching Actions	Support Facilitator Actions
One Teach, One Assist 	Provides direct in-class ESE services in the general education setting for a full subject period/ block.	Provides direct in-class ESE services in the general education setting for a portion of a subject period/ block.
One Teach, One Observe 	Emphasis is on assisting the student in accessing grade-level curriculum	Emphasis is on intense small group instruction based on data. ex. Wonderworks Foundational Skills
Parallel Teaching 	Shares responsibilities for planning, instructing, and assessing all students	Takes ownership for supporting instruction during time frame in which they are in the classroom and provides input in grading
Station Teaching 	Uses a variety of "co-teaching structures" for whole and small group instruction	Uses small group instruction to focus on enrichment, remediation or targeted skills.
Alternative Teaching 		
Team Teaching 	Must be certified in content area	Must be certified ESE


Retrieved from: <https://www.sldinclusion.com/models-of-support>

Responsibilities of General and Special Education Teachers in inclusive settings

THE ROLE OF A CO-TEACHER

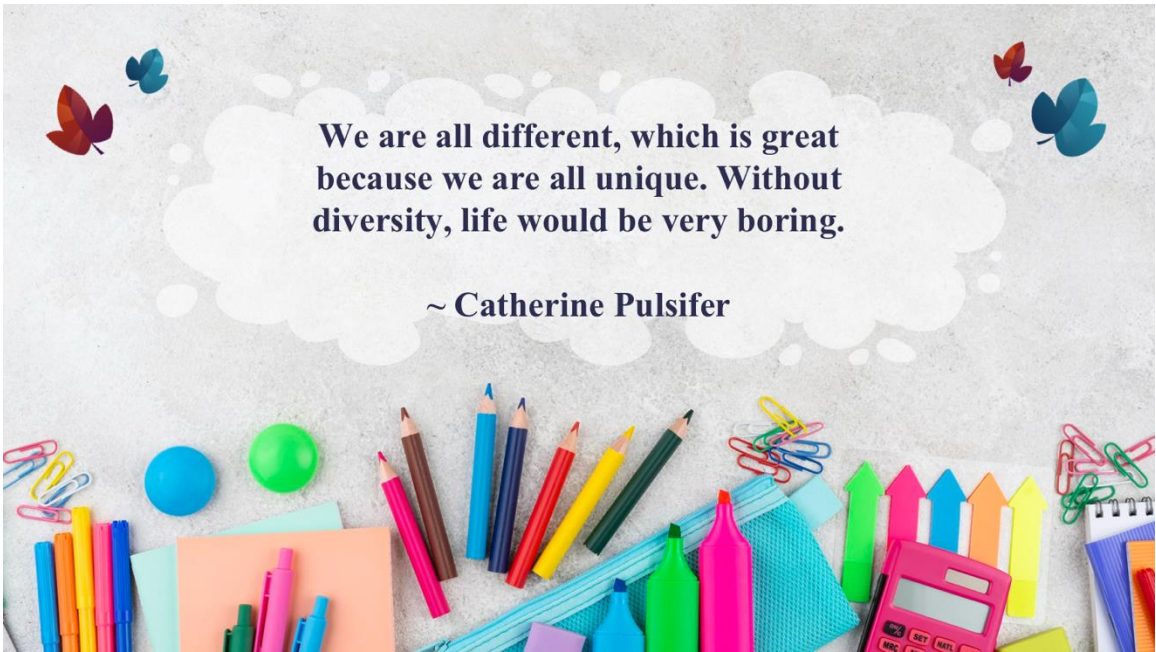
- Student receives direct in-class ESE services in the general ed setting
- The ESE teacher provides instructional support in the general ed classroom for a full subject period during the entire block
- Emphasis is on assisting the student in accessing grade-level curriculum
- Is content area certified Includes oneself as an equal partner with the general education teacher
- Decide how each lesson's content can be used towards accomplishing IEP goals and objectives

THE ROLE OF A SUPPORT FACILITATOR:



- Deliver intense one-on-one or small group instruction
- Provide strategies to address learner needs globally
- Implement differentiated review and re-teaching activities
- Identify and create accommodations and/or modifications for instructional delivery, student practice/products, and assessment
- Train students to use accommodations and/or modifications; evaluate and adjust to increase effectiveness
- Provide input on grading
- Facilitate peer supports
- Develop and monitor behavior plans
- Find alternative strategies
- Assist in problem solving

Retrieved from: <https://www.sldinclusion.com/models-of-support>

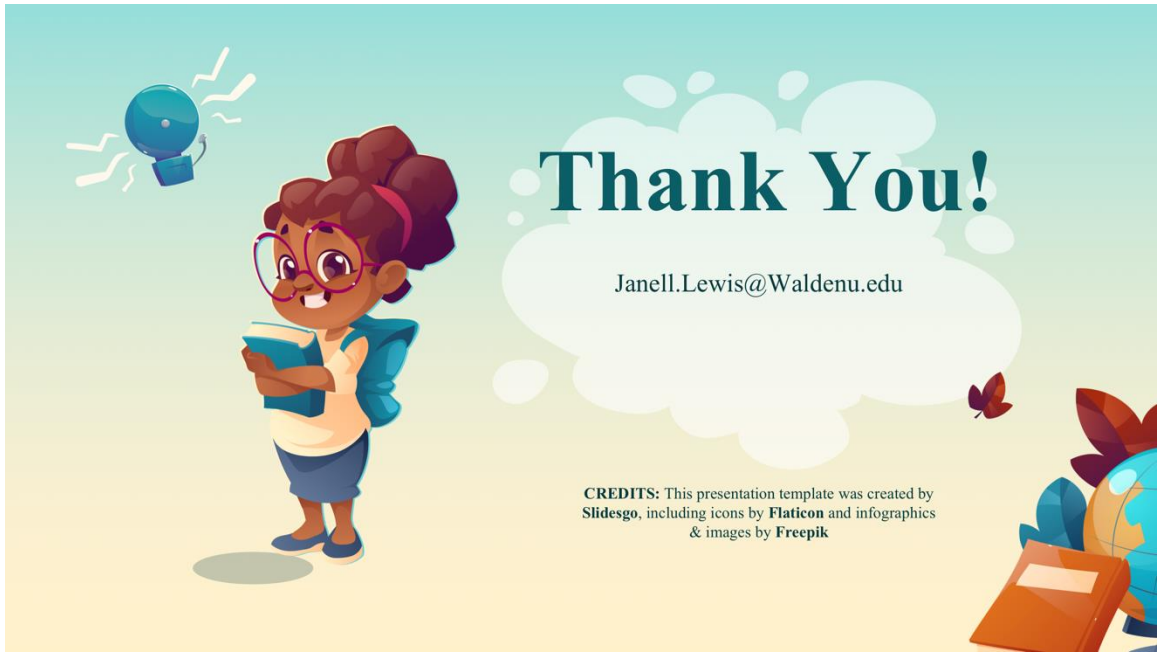


What's Needed for Implementation of Inclusive Models

- Establish Roles and Responsibilities
- Utilize the Resources available to you
- Be Flexible
- Keep the lines of communication open

Questions

If you don't have any questions please complete the survey or day 1



Day 2

Making Sense of Inclusion



Day 2

Instructional strategies,
accommodations and
modifications to support
SWDs' instructional needs



Janell Lewis

Morning Session

- Welcome PD Purpose
- Review Meeting Norms, Purpose, Inclusion Models of Support
- Identify instructional strategies, accommodation, and modifications to support SWDS instructional needs in inclusive settings

Purpose

The purpose of this 3-day professional development is to build general educators capacity with understanding disabilities within inclusive settings, inclusive models, and the responsibilities of the general and special educator in inclusive settings.



NORMS

- Be prepared
- Stay focused
- Arrive on time
- Active listener and participant



Accommodations and Modifications



Modifications change “what” is learned and therefore change the content of the grade -specific curriculum. An accommodation is a change that helps a student overcome or work around the disability. These changes are typically physical or environmental changes.

Retrieved from: <https://www.gadoe.org>



Accommodations and Modifications





The PRIM Book

The PRIM Book (The Pre-Referral Intervention Manual). Let's explore the PRIM Book to find interventions for some common behaviors in today's classroom.



Let's Practice!



Using your handout and prior knowledge we will work through some scenarios and identify if the changes made were an accommodation or modification. We will also decide if additional accommodations or modifications could be implemented to address the student's need(s). Each table will be assigned 1 scenario, be prepared to report out to the entire group.





Lunch on Your Own



“If they can’t
learn the way we
teach, We teach
the way they
learn.”

Dr. O. Ivar Lovaas



Let's Keep Practicing!



Using your handout and prior knowledge we will work through some scenarios and identify if the changes made were an accommodation or modification. We will also decide if additional accommodations or modifications could be implemented to address the student's need(s). Each table will be assigned 1 scenario, be prepared to report out to the entire group.



Inclusive culture in schools transforms communities



A yellow tablet frame containing a smaller version of the child illustration from the previous slide. The background of the slide is light green with abstract shapes, a yellow star, and a red outline star.

Shifting the Perspectives

What shifts need to be made to the perspectives general educators have towards inclusion?



The Truth about Special Education



How Well Do We Collaborate?



Take into account what you have learned in the past 2 days. As we shift our perspectives on inclusion. We need to also assess the collaborative methods and strategies we are currently using and areas of need. We will do this using *A Checklist for Reviewing our Success: A Tool for Collaborative Teachers* from Stetson & Associates.



System for Feedback that Monitors and Evaluates Instructional supports/strategies in inclusive classrooms



Now that you have identified the collaborative areas of implementation and need. What system could be created to help with monitoring and evaluating instructional supports and/or strategies being used in the inclusive classroom?



Questions and Exit Ticket



If you don't have any questions please complete today's exit ticket ([click here](#)).



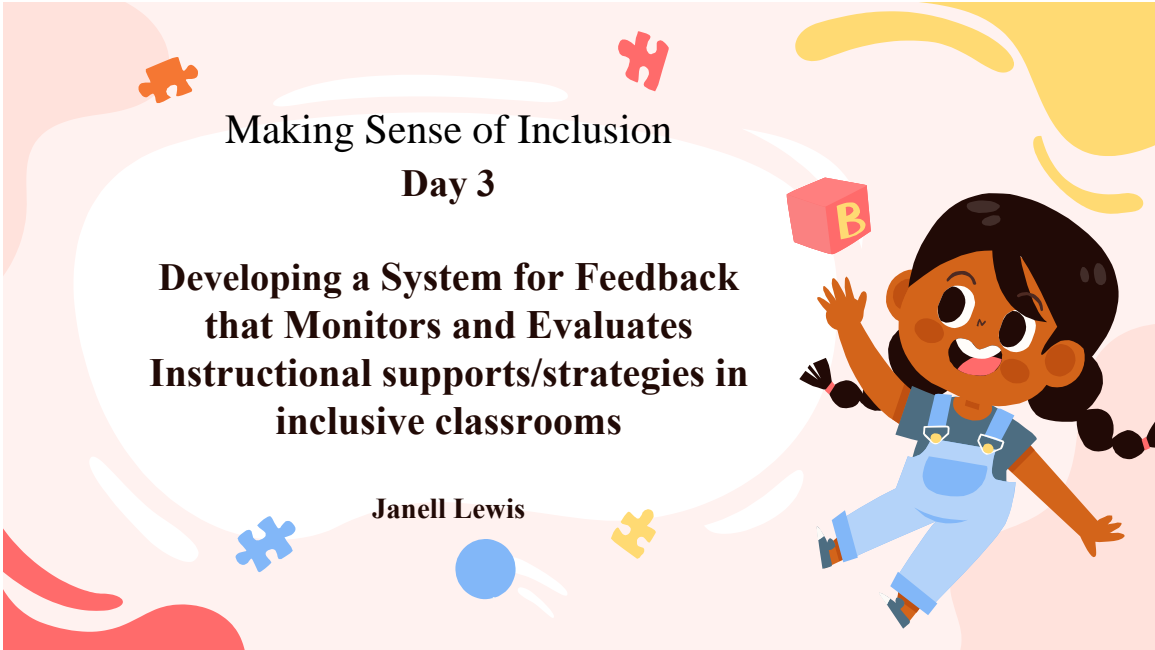
Thanks

Janell.Lewis@Waldenu.edu



CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon** and infographics & images by **Freepik**

DAY 3



Making Sense of Inclusion Day 3

Developing a System for Feedback that Monitors and Evaluates Instructional supports/strategies in inclusive classrooms

Janell Lewis

Morning and Afternoon Session

- Welcome PD Purpose
- Review Meeting Norms, Purpose, Inclusion Models of Support
- Video “The Mindset of a Champion”
- Collaborative Discussion: What changes need to be made, so that all students feel important in your school environment?
- Video: Data Driven Instruction
- Utilizing the data to support all students in the inclusive setting
- **Develop a system for feedback that monitors and evaluates Instructional supports/strategies in inclusive classrooms**
- Develop a schedule for collaborative planning that will utilize the created feedback system.

Purpose

The purpose of this 3-day professional development is to build general educators capacity with understanding disabilities within inclusive settings, inclusive models, and the responsibilities of the general and special educator in inclusive settings.

Norms

- Be prepared
- Stay focused
- Arrive on time
- Active listener and participant



The Mind of a Champion



Changing the Narrative by Shifting the Perception

Over the last 2 days you have learned a lot about inclusion. One of the goals for these last few days has been to shift your perception of inclusive settings. As we move forward for the next 20-30 minutes let's collaboratively discuss: What changes need to be made, so that all students feel important in your school environment?

Data Driven Instruction



Utilizing Data to Support All Students

“To start utilizing data to increase student success, educators should work collaboratively with all teachers, administrators, and district leaders to implement the necessary steps in their schools.”

(Retrieved from <https://online.lsu.edu/newsroom/articles/how-educators-can-use-student-data-drive-instruction/>)

Utilizing Data to Support All Students

- Identify Gaps in Comprehension
- Create lessons that reteach the standards/objectives that students have difficulty with.
- Collaborate with other teachers (SPED, ESOL, Content Area Specialist, etc.)
- Reinforce difficult standards/objectives through interactive intervention lessons, morning work, and/or homework.

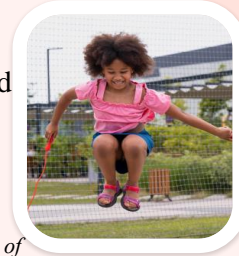
BREAK

Special Education and General Education Working Together



Continuing to Develop Site Based Feedback System

- Developing a site based feedback system that monitor and evaluates instruction supports and strategies
 - Google Form (easy to access and monitor)
 - Utilize resources from Stetson & Associates (*Assessment of Collaborative Teaching in Inclusive Classrooms*, *Collaborative Teaching Rubric*, *Quality Indicator for Collaboration*, and *Assessment of Collaborative Teaching Practices in An Inclusive Classroom*)
 - Determine what is important
 - Remember the form is a working document that can be revised as needed.



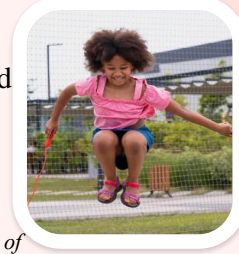
Lunch on Your Own

Teacher Collaboration: Spreading Best Practices



Continuing to Develop Site Based Feedback System

- Developing a site based feedback system that monitor and evaluates instruction supports and strategies
 - Google Form (easy to access and monitor)
 - Utilize resources from Stetson & Associates (*Assessment of Collaborative Teaching in Inclusive Classrooms*, *Collaborative Teaching Rubric*, *Quality Indicator for Collaboration*, and *Assessment of Collaborative Teaching Practices in An Inclusive Classroom*)
 - Determine what is important
 - Remember the form is a working document that can be revised as needed.



Creating a Collaborative Planning Schedule

Now that you have created a feedback system that will monitor and evaluate instructions supports and strategies. Create a collaborative planning schedule that will include the use of the feedback system. Remember the feedback system is a working document so it can be revised as needed.



BREAK



Creating a Collaborative Planning Schedule

Now that you have created a feedback system that will monitor and evaluate instructions supports and strategies. Create a collaborative planning schedule that will include the use of the feedback system. Remember the feedback system is a working document so it can be revised as needed.

Collaborative Discussion

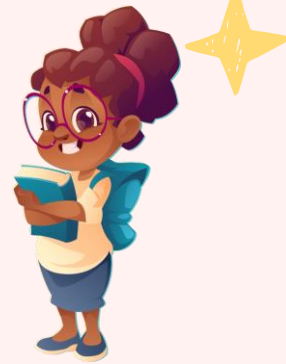
Over the last 3 days what new knowledge have you gained that will positively impact your role within the inclusive classroom?

Questions and Summative Evaluation

**If you don't have any questions
please complete today's
summative evaluation ([click here](#)).**

Thanks

Janell.Lewis@Waldenu.edu



CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon** and infographics & images by **Freepik**

Agenda Day 1

Disabilities, Abilities, Inclusive Models, and the Educators Role

Welcome PD Purpose

- Icebreaker- “Never Have I Ever...”
- Test your knowledge of Inclusion with Kahoot!
- Review Meeting Norms, Purpose, Definition of Inclusion
- Students with Disabilities (SWDs) within inclusive setting (discuss the various types of disabilities of students)

Break

- Video “Inclusion Makes the World More Vibrant”
- Presentation on Inclusive Models

Lunch on Your Own

- Continuation of Presentation on Inclusive Models
- Let’s Practice!
- Responsibilities of General and Special Education Teachers in inclusive settings

Break

- Continuation of Responsibilities of General and Special Education Teachers in inclusive settings
- What’s Needed for Implementation of Inclusive Models
- Exit Ticket Day #1

Agenda Day 2

Instructional strategies, accommodations and modifications to support SWDs' instructional needs

Welcome PD Purpose

- Review Meeting Norms, Purpose, Inclusion Models of Support
- Identifying the difference between accommodations and modifications
- Video: "Accommodations and Modifications"
- Collaborative discussion about the video

Break

- The Prim Book (The Pre-Referral Intervention Manual)
- Let's Practice! Using scenarios teachers will identify accommodations and/or modifications being used.

Lunch on Your Own

- Continuation of presentation identifying instructional strategies, accommodation, and modifications to support SWDS instructional needs in inclusive settings
- Video "Inclusive culture in schools transforms communities"

Break

- Collaborative discussion focusing on what is need to shift the perspectives of inclusion
- Video "The Truth about Special Education"
- How Well Do We Collaborate?
- Create a feedback system to monitor and evaluate instructional supports and strategies used in inclusive classrooms.
- Exit Ticket Day #

Agenda Day 3

Developing a System for Feedback that Monitors and Evaluates Instructional supports/strategies in inclusive classrooms

Welcome PD Purpose

- Review Meeting Norms, Purpose, Inclusion Models of Support
- Video “The Mindset of a Champion”
- Collaborative Discussion: What changes need to be made, so that all students feel important in your school environment?
- Video: “Data Driven Instruction”
- Utilizing the data to support all students in the inclusive setting

Break

- Video: “Special Education and Regular Education Working Together”
- Continue Developing a site based feedback system that monitors and evaluates instruction supports and strategies

Lunch on Your Own

- Video Teacher Collaboration: Spreading Best Practices
- Continue developing a site based feedback system that monitors and evaluates instruction supports and strategies
- Development of a collaborative planning schedule that will utilize the feedback system

Break

- Continue development of a collaborative planning schedule that will utilize the feedback system
- Collaborative Discussion: Over the last 3 days what new knowledge have you gained that will positively impact your role within the inclusive classroom
- Evaluation: Summative Evaluation

Overall Project Goals for 3-Day Professional Development

- Goal 1: Experienced elementary general education teachers will develop an understanding of disabilities of students, inclusive models that support, the role of general and special education teacher, and school leadership to implement inclusive models to support the instruction of SWDs.
- Goal 2: Experienced elementary general education teachers will use PD materials in order to identify instructional strategies, accommodations, and modifications to support SWDs' instructional needs in inclusive settings.
- Goal 3: Experienced elementary general and special education teachers will assess their collaborative teaching methods.
- Goal 4: Experienced elementary general and special education teachers will work with school leadership to develop feedback systems for obtaining input from fellow educators teaching SWDs in inclusive classrooms that will monitor instructional strategies, evaluate the effectiveness of instructional strategies, and plan future PD.
- Goal 5: Experienced elementary general and special education teachers will work with school leadership to create a schedule for collaborative planning that utilize the created feedback system to identify areas of strength, need, and next steps.

Detailed Day-by-Day Agenda and Activities

3-Day Professional Development

Day 1: Professional Development: Experienced elementary general education teachers will develop an understanding of disabilities of students, inclusive models that support, the role of general and special education teacher, and school leadership to implement inclusive models to support the instruction of SWDs.

Purpose: The purpose of this 3-day professional development is to build experienced general education teachers capacity with understanding disabilities within inclusive settings, inclusive models, and the responsibilities of the general and special educator in inclusive settings.

Location: Large Meeting Room/Media Center (Virtual if necessary)

Date: August 2023 (Tentative)

Targeted Audience: Experienced elementary general education teachers

Sessions	Learning Outcomes	Supplies	Room Set Up
<p>Morning Sessions 8:30 a.m.-11:30 a.m. Large Conference Room General Education /Special Education Educators/ School leadership</p> <p>Break 10:00 a.m.-10:15 a.m.</p> <p><i>Lunch on your own</i></p>	<p>Goal 1a. Experienced elementary general teachers will learn about the various types of disabilities of students within the inclusive settings.</p> <p>Goal 1b. Experienced elementary general teachers will develop an</p>	<p>Sign in sheet Laptops Internet Smart Board Chart paper Markers Handouts Highlighters</p>	<p>Large Conference Room 12 long tables Table signs Smart Board Laptop Internet</p>

<i>11:30 a.m.-12:30 p.m.</i>	understanding of inclusive models that support, to support the instruction of SWDs.		
Afternoon Session 12:30 p.m.-3:30 p.m. Large Conference Room General Education /Special Education Educators/ School leadersip Break 2:00 p.m.-2:15 p.m.	Goal 1c. Experienced elementary general teachers will learn the roles and responsibilities of general and special educators in inclusive settings.	Laptops Internet Smart Board Chart paper Markers Handouts Highlighters	Large Conference Room 12 long tables Table signs Smart Board Laptop Internet

Day 1 Goals- Experienced elementary general education teachers will develop an understanding of disabilities of students, inclusive models that support, the role of general and special education teacher, and school leadership to implement inclusive models to support the instruction of SWDs.

Day 1 Activities

Activity	Time
<ul style="list-style-type: none"> • Welcome PD Purpose • Icebreaker- “Never Have I Ever...” • Test your knowledge of Inclusion with Kahoot! • Review Meeting Norms, Purpose, Definition of Inclusion • SWDs within inclusive setting (discuss the various types of disabilities of students) 	8:30-10:00 a.m.
Break	10:00-10:15 a.m.
<ul style="list-style-type: none"> • Video “Inclusion Makes the World More Vibrant” • Presentation on Inclusive Models 	10:15-11:30 a.m.
Lunch on Your Own	11:30 a.m.-12:30 p.m.
<ul style="list-style-type: none"> • Continuation of Presentation on Inclusive Models • Accommodations and Modifications: Looking at the PRIM book for help. • Responsibilities of General and Special Education Teachers in inclusive settings 	12:30-2:00 p.m.
Break	2:00-2:15 p.m.
<ul style="list-style-type: none"> • Continuation of Responsibilities of General and Special Education Teachers in inclusive settings • What’s Needed for Implementation of Inclusive Models • Exit Ticket Day #1 	2:15-3:30 p.m.

Day 2: Professional Development

Purpose: The purpose of this 3-day professional development is to build experienced elementary general education teachers capacity with understanding disabilities within inclusive settings, inclusive models, and the responsibilities of the general and special educator in inclusive settings.

Location: Large Meeting Room/Media Center (Virtual if necessary)

Date: August 2023 (Tentative)

Targeted Audience: Experienced elementary general education teachers, (special education teachers, and educational leaders (afternoon session only)

Sessions	Learning Outcomes	Supplies	Room Set Up
<p>Morning Sessions 8:30 a.m.-11:30 a.m. Large Conference Room General Education /Special Education Educators/ School leadership</p> <p>Break 10:00 a.m.-10:15 a.m.</p> <p><i>Lunch on your own</i> 11:30 a.m.-12:30 p.m.</p>	<p>Goal 2: Experienced general education teachers will learn about instructional strategies, accommodations and modifications to support SWDs' instructional needs</p>	<p>Sign in sheet Laptops Internet Smart Board Chart paper Markers Handouts Highlighters</p>	<p>Large Conference Room 12 long tables Table signs Smart Board Laptop Internet</p>
<p>Afternoon Session 12:30 p.m.-3:30 p.m. Large Conference Room General Education /Special Education Educators/ School Leadership</p> <p>Break 2:00 p.m.-2:15 p.m.</p>	<p>Goal 3: Experienced elementary general education and special education teachers will access their collaborative teaching methods</p> <p>Goal 4: Experienced elementary education teachers will work with school leadership to develop feedback systems for obtaining input from fellow educators to evaluate instructional strategies, monitor instructional strategies, and plan future PD.</p>	<p>Laptops Internet Smart Board Chart paper Markers Handouts Highlighters</p>	<p>Large Conference Room 12 long tables Table signs Smart Board Laptop Internet</p>

Day 2

Goal 2: Experienced elementary general education teachers will use PD materials in order to identify instructional strategies, accommodations, and modifications to support SWDs' instructional needs in inclusive settings.

Goal 3: Experienced elementary general and special education teachers will assess their collaborative teaching methods.

Goal 4: Experienced elementary general and special education teachers will work with school leadership to develop feedback systems for obtaining input from fellow educators teaching SWDs in inclusive classrooms that will monitor instructional strategies, evaluate the effectiveness of instructional strategies, and plan future PD.

Day 2 Activities

Activity	Time
<ul style="list-style-type: none"> • Welcome PD Purpose • Review Meeting Norms, Purpose, Inclusion Models of Support • Identifying the difference between accommodations and modifications • Video: “Accommodations and Modifications” • Collaborative discussion about the video 	8:30-10:00 a.m.
Break	10:00-10:15 a.m.
<ul style="list-style-type: none"> • The Prim Book (The Pre-Referral Intervention Manual) • Let’s Practice! Using scenarios teachers will identify accommodations and/or modifications being used. 	10:15-11:30 a.m.
Lunch on Your Own	11:30 a.m.-12:30 p.m.
<ul style="list-style-type: none"> • Continuation of presentation identifying instructional strategies, accommodation, and modifications to support SWDS instructional needs in inclusive settings • Video “Inclusive culture in schools transforms communities” 	12:30-2:00 p.m.
Break	2:00-2:15 p.m.

<ul style="list-style-type: none">• Video “The Truth about Special Education”• Collaborative discussion focusing on what is need to shift the perspectives of inclusion• Begin developing feedback systems for obtaining input from fellow educators to evaluate instructional strategies, monitor instructional strategies, and plan future PD• Exit Ticket Day #2	2:15-3:30 p.m.
---	----------------

Day 3: Professional Development

Purpose: The purpose of this 3-day professional development is to build general educators capacity with understanding disabilities within inclusive settings, inclusive models, and the responsibilities of the general and special educator in inclusive settings.

Location: Large Meeting Room/Media Center (Virtual if necessary)

Date: May 2023 (Tentative)

Targeted Audience: Experienced elementary general education teachers, special education teachers, and educational leadership

Sessions	Learning Outcomes	Supplies	Room Set Up
<p>Morning Sessions 8:30 a.m.-11:30 a.m. Large Conference Room General Education /Special Education Educators/ School leadership</p> <p>Break 10:00 a.m.-10:15 a.m.</p> <p><i>Lunch on your own</i> 11:30 a.m.-12:30 p.m.</p>	<p>Goal 4: Experienced elementary general educators and school leadership will continue to develop feedback systems for obtaining input from fellow educators to evaluate instructional strategies, monitor instructional strategies, and plan future PD</p>	<p>Sign in sheet Laptops Internet Smart Board Chart paper Markers Handouts Highlighters</p>	<p>Large Conference Room 12 long tables Table signs Smart Board Laptop Internet</p>
<p>Afternoon Session 12:30 p.m.-3:30 p.m. Large Conference Room General Education /Special Education Educators/ School leadership</p> <p>Break 2:00 p.m.-2:15 p.m.</p>	<p>Goal 5: Experienced elementary general and special education teachers will work with school leadership to create a schedule for collaborative planning that utilize the created feedback system to identify areas of strength, need, and next steps.</p>	<p>Laptops Internet Smart Board Chart paper Markers Handouts Highlighters</p>	<p>Large Conference Room 12 long tables Table signs Smart Board Laptop Internet</p>

Day 3

Goal 4: Experienced elementary general and special education teachers will work with school leadership to develop feedback systems for obtaining input from fellow educators teaching SWDs in inclusive classrooms that will monitor instructional strategies, evaluate the effectiveness of instructional strategies, and plan future PD.

Goal 5: Experienced elementary general and special education teachers will work with school leadership to create a schedule for collaborative planning that utilize the created feedback system to identify areas of strength, need, and next steps.

Day 3 Activities

Activity	Time
<ul style="list-style-type: none"> • Welcome PD Purpose • Review Meeting Norms, Purpose, Inclusion Models of Support • Video “The Mindset of a Champion” • Collaborative Discussion: What changes need to be made, so that all students feel important in your school environment? • Video: “Data Driven Instruction” • Utilizing the data to support all students in the inclusive setting • Video: “Special Education and Regular Education Working Together” • Continue the develop feedback systems for obtaining input from fellow educators to evaluate instructional strategies, monitor instructional strategies, and plan future PD 	8:30-10:00 a.m.
Break	10:00-10:15 a.m.
<p>Continue the develop feedback systems for obtaining input from fellow educators to evaluate instructional strategies, monitor instructional strategies, and plan future PD</p>	10:15-11:30 a.m.
Lunch on Your Own	11:30 a.m.-12:30 p.m.
<ul style="list-style-type: none"> • Video” Teacher Collaboration: Spreading Best Practices • Continue the develop feedback systems for obtaining input from fellow educators to evaluate instructional strategies, monitor instructional strategies, and plan future PD 	12:30-2:00 p.m.

<ul style="list-style-type: none">• Create a collaborative planning schedule utilizing the created feedback system	
Break	2:00-2:15 p.m.
<ul style="list-style-type: none">• Continue developing the collaborative planning schedule utilizing the created feedback system• Collaborative Discussion• Evaluation: Summative Evaluation	2:15-3:30 p.m.

Appendix B: Approval to Modify Needs Assessment

Re: Request

Patricia Williams <pwilliams@stetsonassociates.com>

Fri 9/20/2019 10:30 AM

To: Janell Lewis <janell.lewis@waldenu.edu>

Cc: Cathryn W. White <cathryn.white@mail.waldenu.edu>

Hello, Janell. Yes, you may use our needs assessment tool for your research. Please let me know if you need a copyright release form. We would love for you to share your findings with us!

Thank you,
Tricia



Patricia Williams / VP Operations
pwilliams@stetsonassociates.com

Stetson & Associates, Inc.
Office: 281.440.4220 / Fax: 281.440.4280
14343-G Torrey Chase Blvd
Houston, Texas 77014
<http://stetsonassociates.com>

