



NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

Inclusive Services Innovation Configuration

MAY 2011

Authors

This innovation configuration was developed by:

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Original Source

This innovation configuration originally appeared in the following resource, which fully describes the innovation configuration, clarifies its purpose, and provides examples of what each component may look like in the classroom.

Holdheide, L. R., & Reschly, D. J. (2008). *Teacher preparation to deliver inclusive services to students with disabilities* (TQ Connection Issue Paper). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 12, 2011, from <http://www.tqsource.org/publications/TeacherPreparationtoDeliverInclusiveServices.pdf>

Instructions for Using Innovation Configurations

The following resource describes the content and purpose of innovation configurations, outlines their intended use as syllabus evaluation tools, and provides scoring guidelines and examples for clarification.

National Comprehensive Center for Teacher Quality. (2011). *Innovation configurations: Guidelines for use in institutions of higher education and professional development evaluation*. Washington, DC: Author. Retrieved May 12, 2011, from http://www.tqsource.org/publications/IC_Guidelines.pdf

Introduction

Teacher preparation to deliver inclusive services to students with disabilities is increasingly important because of changes in law and policy emphasizing student access to, and achievement in, the general education curriculum. This innovation configuration identifies the components of inclusive services that should be incorporated in teacher preparation at the preservice and inservice levels. These components can be used to evaluate general and special education teacher preparation and professional development programs. Preparation in these components will establish the foundation for increased participation of students with disabilities in the general education curriculum and improved results on high-stakes tests.



Inclusive Services Innovation Configuration

Essential Components	Variations					
	Code = 0	Code = 1	Code = 2	Code = 3	Code = 4	Rating
<p>Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately.</p> <p>Descriptors and examples are bulleted below each of the components.</p>	<p>There is no evidence that the component is included in the class syllabus.</p>	<p>Syllabus mentions content related to the component.</p>	<p>Syllabus mentions the component and requires readings and tests or quizzes.</p>	<p>Syllabus mentions the component and requires readings, tests or quizzes, and assignments or projects for application.</p> <ul style="list-style-type: none"> • Observations • Lesson plans • Classroom demonstration • Journal response 	<p>Syllabus mentions the component and requires readings, tests or quizzes, assignments or projects, and teaching with application and feedback.</p> <ul style="list-style-type: none"> • Fieldwork (practicum) • Tutoring 	<p>Rate each item as the number of the highest variation receiving an X under it.</p>
<p>Inclusion Foundations</p> <ul style="list-style-type: none"> • Legal mandates and litigation • History/research • Social and moral underpinnings • Identified barriers/successful inclusive strategies • Participation in general education curriculum and assessments 						
<p>Inclusive Services Models</p> <ul style="list-style-type: none"> • Educating students with disabilities in the general education setting • Alternative service delivery models (resource, consultant, teaming and collaborative, coteaching) • Strategies to select an approach • Characteristics of inclusion: <ul style="list-style-type: none"> ▪ School climates ▪ Classrooms ▪ Instructional programs 						

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<p>Collaborative Teaming/Planning</p> <ul style="list-style-type: none"> • Teaming involvement in the prereferral, referral, and individualized education plan (IEP) process • Shared responsibility for the design, implementation, and assessment of instruction • Roles and responsibilities identified • Identification of available resources • Problem solving/data-based decision making • Evaluation of outcomes 						
<p>Collaborative Skills</p> <ul style="list-style-type: none"> • Foster staff interactions • Trust-building strategies • Conflict resolution/problem solving 						

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<p>Access to the General Education Curriculum: Universal Design for Learning</p> <ul style="list-style-type: none"> • Familiarity with the scope and sequence of the content and standards • Determining curricular goals for all students • Linking IEP goals and objectives to general curriculum • Technological applications: <ul style="list-style-type: none"> ▪ Computer-assisted instruction ▪ Technology as a learning accommodation (e.g., text-to-speech software) ▪ Technology as a tool to modify instruction ▪ Technology as a resource for project-based learning ▪ Determining assistive technology needs • Adaptations to input, output, size, time, difficulty, level of support, degree of participation 						
<p>Access to the General Education Curriculum: Differentiated Instruction</p> <ul style="list-style-type: none"> • Knowing your students (e.g., interests, prior knowledge, strategic abilities, and acquired skills) • Determining curricular modifications (e.g., content, process, and/or products) • Linking IEP goals and objectives to general curriculum • Adaptations to input, output, size, time, difficulty, level of support, degree of participation 						

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<p>Learning Strategies</p> <p>Classroom Organization and Behavior Management</p> <p>Scientifically Based Reading Instruction</p>	<p>Refer to associated innovation configurations in <i>Effective Classroom Management: Teacher Preparation and Professional Development</i> (Oliver & Reschly, 2007),¹ <i>Barriers to the Preparation of Highly Qualified Teachers in Reading</i> (Smartt & Reschly, 2007),² and <i>Professional Development in Effective Learning Strategy Instruction</i> (Schumaker, 2009).³</p>					
<p>Family Involvement</p> <ul style="list-style-type: none"> • Role of the family in the collaborative process (e.g., IEP development) • Developing partnerships with families • Communication skills for working with families • Assisting diverse families 						
<p>Student Self-Determination and Collaboration</p> <ul style="list-style-type: none"> • Student-centered classroom where students are partners in learning • Explicit instructional techniques for fostering student independence and self-determination (e.g., student self-monitoring and management skills) • Explicit instructional techniques for fostering positive peer relationships and self-advocacy 						

¹ Oliver, R. M., & Reschly, D. J. (2007). *Effective classroom management: Teacher preparation and professional development* (TQ Connection Issue Paper). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 12, 2011, from <http://www.tqsource.org/topics/effectiveClassroomManagement.pdf>

² Smartt, S. M., & Reschly, D. J. (2007). *Barriers to the preparation of highly qualified teachers in reading* (TQ Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 12, 2011, from <http://www.tqsource.org/publications/June2007Brief.pdf>

³ Schumaker, J. B. (2009). *Professional development in effective learning strategy instruction* (TQ Connection Issue Paper). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 12, 2011, from <http://www.tqsource.org/publications/EffLearnStrtlInstructionIssuePaper.pdf>



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The National Comprehensive Center for Teacher Quality is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University.

0127C_05/11

About the National Comprehensive Center for Teacher Quality

The National Comprehensive Center for Teacher Quality (TQ Center) was created to serve as the national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring that highly qualified teachers are serving students with special needs.

The TQ Center is funded by the U.S. Department of Education and is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University. Integral to the TQ Center's charge is the provision of timely and relevant resources to build the capacity of regional comprehensive centers and states to effectively implement state policy and practice by ensuring that all teachers meet the federal teacher requirements of the current provisions of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act.

The TQ Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes 16 regional comprehensive centers that provide technical assistance to states within a specified boundary and five content centers that provide expert assistance to benefit states and districts nationwide on key issues related to current provisions of ESEA.

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