

# **CCSSO Inclusive Leadership Webisode Series**

## **Webisode #12:**

### ***Preparing Inclusive Teachers and Leaders for Today's Students***

Bowling Green State University

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Kimberly A. Christensen, Teaching Professor

Alexandria Carlozzi, Student

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AACTE

Jacqueline Rodriguez, Assistant Vice President

Programs and Professional Learning

**Thursday, April 30<sup>th</sup>, 2-3PM ET**

For more information about the CCSSO Inclusive Leadership Webisode Series, please e-mail

[kizzy.blackwell@ccsso.org](mailto:kizzy.blackwell@ccsso.org)

# Tech Norms

- ⌘ Log in to the WebEx system
- ⌘ Engage camera (helps with understanding in virtual meetings)
- ⌘ Upon entering, please share your name, role, and organization in the chat pod
- ⌘ Be in control... mute and unmute yourself
- ⌘ Please ask questions either via chat pod (at any time) or by raising your hand in WebEx (hand icon during discussion pieces)

# CCSSO Inclusive Principal Leadership Webisode Series

Date/Time	Title	Description
<b>Thursday, April 30<sup>th</sup>:</b> 2-3PM EST <a href="http://bit.ly/CCSSO-ILWebisode12">http://bit.ly/CCSSO-ILWebisode12</a>	<i>Preparing Inclusive Teachers and Leaders for Today's Students</i>	This webisode will focus on the preparation of inclusive teachers and leaders including dual licensure programs and include a focus on online preparation as educator preparation programs make shifts due to the novel coronavirus. Jackie Rodriguez from AACTE, Mary Murray, Kimberly A. Christensen, Alexandria Carlozzi, and Zeb Kellough of Bowling Green State University, and Marvin Lynn, Ingrid Anderson, and Molly Baustien Siuty of Portland State University will present.
<b>Wednesday, May 20<sup>th</sup>:</b> 2-3PM EST <a href="https://ccsso.org/bit.ly/CCSSO-ILWebisode13">https://ccsso.org/bit.ly/CCSSO-ILWebisode13</a>	<i>Creating Inclusive Environments In-Person and Online</i>	This webisode will focus on the practitioners' perspective of creating inclusive cultures and environments both for in-person and virtual settings as schools across the country are closed across the country due the novel coronavirus. Erin Studer and Adie Buchinsky of The Chime Institute and Amy Hanreddy of California State University, Northridge will present.
<b>Thursday, June 4<sup>th</sup>:</b> 3-4PM EST <a href="https://bit.ly/CCSSO-ILWebisode14">https://bit.ly/CCSSO-ILWebisode14</a>	<i>Keeping Inclusivity a Priority, Even at a Distance</i>	This webisode will focus on district responses to the closures due to the novel coronavirus and include examples of promising practices to support students who learn differently. Robin Lake and Sivan Tuchman of the Center for Reinventing Public Education (CRPE) will present.



# Agenda

- ⌘ Introduction and Framing
- ⌘ Dual Licensure Programs Overview
- ⌘ Question and Answer I
- ⌘ Applicability in the Current Times
- ⌘ Question and Answer and Conclusion

# Supporting Inclusive Schools for the Success of Each Child

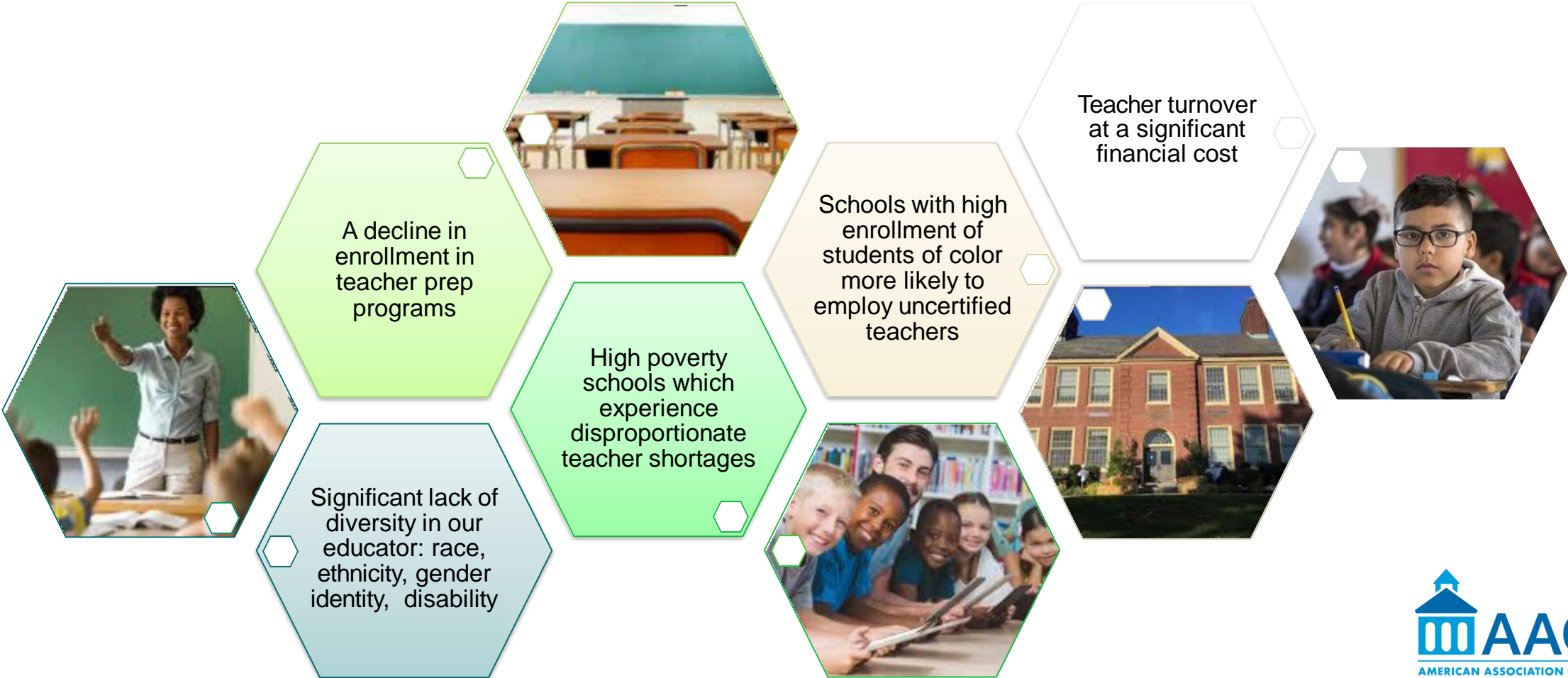
- ⌘ We, in partnership with the National Collaborative on Inclusive Principal Leadership (NCIPL), CEEDAR Center, and Oak Foundation believe inclusive principal leaders are vital to supporting students with disabilities and other diverse learners
- ⌘ Together, we released *Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership* ([www.ccssoinclusiveprincipalsguide.org](http://www.ccssoinclusiveprincipalsguide.org))



# Strategy 3: Transform Principal Preparation and Licensure

- ⌘ Analyze assessments used for licensure and program approval to ensure they address the knowledge, skills, and dispositions inclusive school leaders need, and that districts are collecting the data states need to determine the degree to which leader preparation programs are educating candidates effectively for inclusive schools
- ⌘ **Create or adapt leadership performance assessments to ensure they address the degree to which leaders foster productive collaboration among special education teachers, general education teachers, and related service providers**
- ⌘ **Establish and/or implement principal preparation program approval processes and standards/criteria that include the content, coursework, and the length and quality of field experiences necessary for effective inclusive principal leadership**
- ⌘ Use the standards for school leader preparation programs such as the forthcoming National Educational Leadership Preparation (NELP) Standards from the National Policy Board for Educational Administration (NPBEA), which are aligned to the PSEL 2015 standards, to update program approval processes

# As a Nation, we have...





# Setting the Stage: National Landscape

## AACTE Research, Reports, and Briefs

As a strategic priority, AACTE invests in educator preparation research. Our members are the leading experts in their fields of inquiry, and we promote their research through the *Journal of Teacher Education*, the *Ed Prep Matters* newsletter, and collaboration on original research. AACTE's cutting-edge research is grounded in the core values of inquiry and innovation; quality and impact; diversity, equity, and inclusion. The aim is to provide members and strategic partners with the information necessary to make informed decisions that will ensure all educators are profession-ready to meet the needs of all learners.

### In This Section

- COVID-19 Resources
- Resource Library
- Journal of Teacher Education
- NCTQ Review
- High-Quality Educator Preparation
- Research-to-Practice Spotlight Series
- Career Center
- Teacher Performance Assessments
- AACTE Research, Reports, and Briefs

### Report Webinars

**AACTE Issue Brief Webinar: Degree Trends in High Demand Teaching Shortages**

March 16th 1pm-2pm EST  
[Learn More](#) and [Register](#)

Watch National Portrait author Jacqueline King in these webinar recordings detailing the report findings on two key issues:

- National Portrait Deep Dive on Education Degree Trends
- National Portrait Deep Dive on EPP Student Diversity

### Research, Reports and Briefs

**Degree Trends in High-Demand Teaching Specialties: 2009-10 to 2016-17 (2020)**


**How Do Education Students Pay for College? (2020)**

**Institutions Offering Degrees in Education: 2009-10 to 2016-17 (2020)**

### NEW

**Degree Trends in High-Demand Teaching Specialties: 2009-10 to 2016-17 (2020)**


Provides detailed information on degree trends in four high-demand teaching specialties: special education, math and science education, English as a second language, and foreign language education. [Read More.](#)



### NEW

**How Do Education Students Pay for College? (2020)**


To help AACTE members better understand the financial pressures impacting education students, this issue brief takes a detailed look at how students pursuing a bachelor's degree in education pay for college, including the costs that they face and the financial sources that they tap to meet those expenses. [Read More.](#)



### NEW


**Institutions Offering Degrees in Education: 2009-10 to 2016-17 (2020)**

This brief examines recent trends in the number of institutions awarding degrees in education and the size of those programs. [Read more.](#)




### Education Students and Diversity: A Review of New Evidence (2019)

This issue brief examines the personal, family, and socioeconomic characteristics of students working toward bachelor's and master's degrees in education. It then compares these students to the general student population and identifies key differences by race/ethnicity. [Read More.](#)



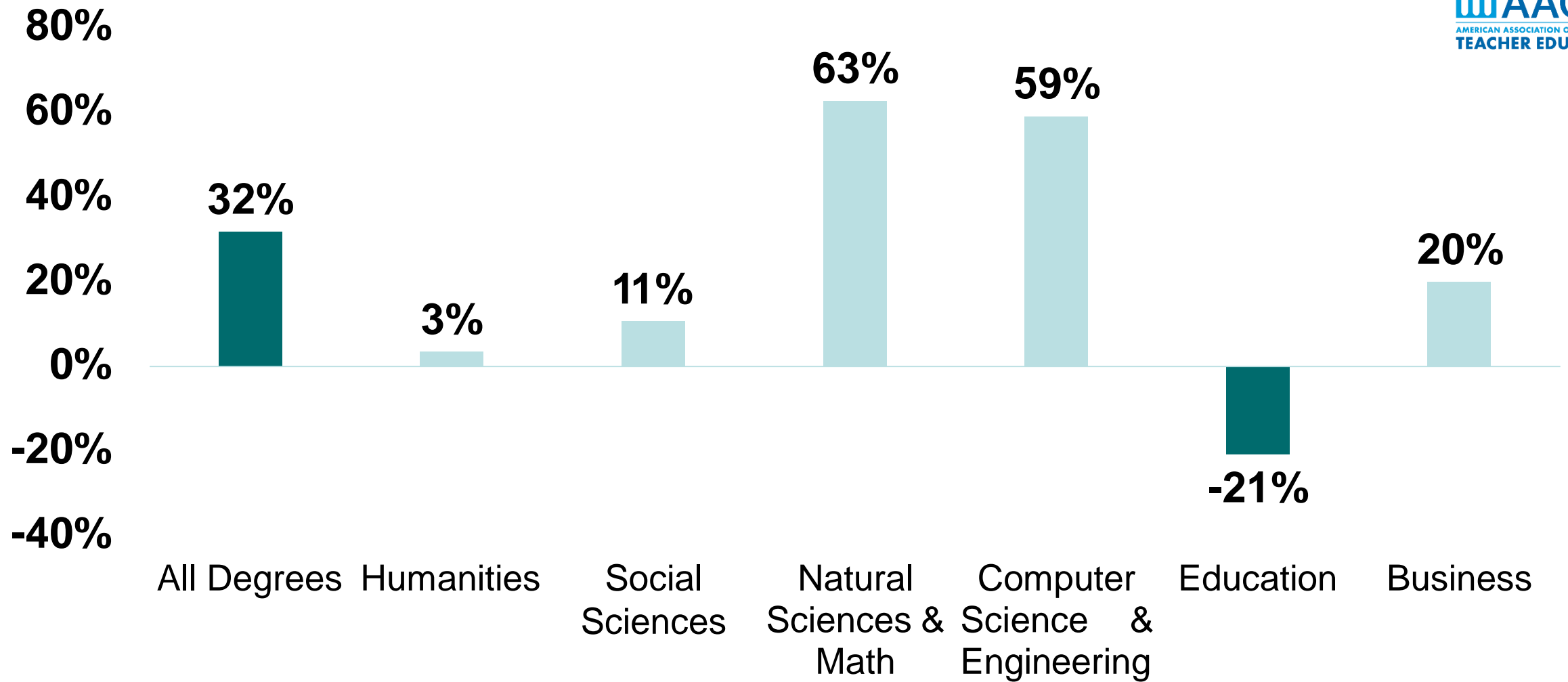
### Special Education Tenets of Clinical Practice (2019)

This publication is a compendium to the AACTE Clinical Practice Commission report, *A Pivot Toward Clinical Practice, Its Lexicon, and the Renewal of Educator Preparation*. It is to be used to identify and define key areas of consideration in special education clinical preparation. [Read More.](#)





# Bachelor's Degrees by Field: 2005-06 to 2016-17



# AACTE - CEEDAR Collaboration

- ⌘ Special Education Clinical Practice Tenets
- ⌘ Special Education Networked Improvement Community
- ⌘ Inclusive Education Research to Practice Videos

## Six Guiding Considerations for AACTE's Work in Special and Inclusive Education



Students with disabilities experience marginalization, discrimination, low expectations, and inequity much like other subgroups of students such as English learners and ethnically and racially diverse students.



The intersection of disability status and race is complex and can compound students' marginalization. For example, students of color have long been overrepresented in special education. Neither over- nor underidentification leads to students' educational needs being met. The dialogue around this intersection must be elevated and addressed directly with input from both communities.

# AACTE Research to Practice Spotlight Videos

## Research-to-Practice Spotlight Series

With support from the **CEEDAR Center**, AACTE identified and documented two exemplary teacher preparation programs that ensure all of their candidates are ready to work with all students, including students with disabilities. We are pleased to feature a set of videos from each program documenting how they implement curriculum for dual certification (general education and special education) and feature extensive clinical preparation.

In addition to learning about these institutions' common focus on clinical practice and mutually beneficial partnerships, viewers will discover the ways they have thoughtfully addressed the needs of their local context while upholding a high standard for teacher preparation. The spotlight series aims to not only celebrate successful programs but also provide models of exemplary practice for those who are in the nascent stages of partnership formation or who need fresh ideas to renew their current work.





# AACTE Research to Practice Spotlight Videos

## Bowling Green State University

### Inclusive Early Childhood Education - Bowling Green State University



#### Program Snapshot

The College of Education & Human Development is the largest academic division at Bowling Green State University with over 900 teacher candidates. The Inclusive Early Childhood Program (IEC) blends the best practices from early childhood education with early childhood special education. It addresses the knowledge, skills, and values necessary to meet the needs of each child. Graduates are prepared to provide differentiated, evidence-based instruction to young children from birth through grade 3. The program is committed to the development of partnerships and scholarly endeavors that reflect the University's professional values of justice, fairness, and equity.



#### Efficacy of the Program

The success of the IEC program is seen in the increased competition among school districts for BGSU teacher candidates. School districts specifically seek out BGSU's teacher candidates to work as inclusive educators. They also report that BGSU teacher graduates are well equipped with the skills needed to effectively write Individual Education Plans (IEPs), manage a classroom, and use evidence-based strategies, among other effective teaching tools.



#### Developing and Sustaining Partnerships

Additional success of the BGSU IEC program stems from its consistent collaboration between its program, the school districts, and schools. Superintendents who work with BGSU assert that all parties need to understand the challenges each school district and university face and must be willing to bridge the gap between research and clinical practice together.

## Portland State University

### Secondary Dual Education Program - Portland State University



#### Program Snapshot

The Dual Education program at Portland State University is designed to address the critical shortage of special education teachers in Oregon. The Department of Curriculum and Instruction and the Department of Special Education joined together to meet the need of the surrounding communities to increase the number of teachers who are skilled in effective practices for a variety of students. Graduates of the program are equipped to implement inclusive and equitable practices.



#### Efficacy of the Program

Teacher candidates in the secondary dual licensure program are required to be in classrooms under the guidance of expert mentor teachers for two years prior to graduation. Teachers feel they are prepared to implement lessons that address each of their students' needs. Portland State graduates exemplify this practice through their instruction and engages every student in their learning.



#### Developing and Sustaining Partnerships

Mentor teachers actively seek out teacher candidates from Portland State University. Teacher candidates come to the classroom with the mindset that all students can learn: inclusion and equity is seen as the foundation to education. Teacher candidates immerse themselves in their mentor teacher's classroom and develop their teaching craft and understanding of subject content through the lens of a special education teacher.

# Preparing Inclusive teachers and leaders for today's students



**Bowling Green State University**  
**College of Education & Human Development**

Kimberly A. Christensen, M.Ed.      Mary Murray, Ed.D.

Alexandria Carlozzi, Student

Zeb Kellough, Bowling Green City Schools Principal

# Key Participant Learning Outcomes

1. Identify the components of blended dual licensure programs that contribute to effectively preparing future inclusive educators
2. Explain how a cross-disciplinary approach can support transformative and collaborative work across university, college and academic units
3. Recognize the positive impact graduates pursuing teaching positions in inclusive early childhood learning environments have on addressing the teacher shortage





# The Inclusive Early Childhood Program

- ⌘ The mission of the BGSU Inclusive Early Childhood program is to prepare undergraduate teacher education candidates for employment in inclusive early childhood learning environments.
- ⌘ 895 total undergraduate students
  - 766 at main campus
  - 129 at Firelands branch campus
- ⌘ Faculty are across multiple disciplines, academic units & colleges:
  - Special Education, General Education, Educational Psychology, Art, Music, PE
- ⌘ Students leave with the following licenses:
  - Early Childhood Intervention Specialist Pre-K-3
  - Early Childhood Education Pre-K-3
  - Developmental Specialist Certificate Birth to age 3



# Graduates of the Inclusive Early Childhood Program are Expected to:

- ⌘ Create, teach and assess child-centered, constructivist learning experiences for all children in inclusive and diverse classrooms;
- ⌘ Engage and collaborate with families, communities and other professionals to support the learning and development of all young children;
- ⌘ Teach and nurture young children based on knowledge of typical and atypical child development, educational psychology and diversity in our society;
- ⌘ Act as inclusive early childhood professionals who are continuous, collaborative and reflective learners, who act using ethical guidelines, and who advocate for all young children and their families.

# Perspectives: Cross-Disciplinary Faculty Members

- ⌘ Teachers that are prepared to teach all students
- ⌘ Teachers with background knowledge of IEPs
- ⌘ Experience in both general education and special education
- ⌘ Knowledge of disabilities that may be seen in a general education classroom but are not yet identified
- ⌘ Strategies to help all learners
- ⌘ Qualified to teach in any setting
- ⌘ Double the job opportunities
- ⌘ Faculty with varying teaching experience
- ⌘ Faculty with varying degrees
- ⌘ Two is better than one!
- ⌘ Inter-collegial partnerships
- ⌘ Inclusion is the norm, not the exception
- ⌘ Faculty collaborate across and between units ... students exposure to this approach is beneficial in modeling how they will be expected to collaborate on interdisciplinary teams.
- ⌘ Children benefit in so many ways ... more accepting and functioning as role models for each other
- ⌘ Increased interaction opportunities for all children
- ⌘ Greater appreciation and acceptance of individual differences
- ⌘ All children's needs are met

# Dual Licensure as a Lever for Inclusive Excellence

## Vision

Educators and counselors create a just and equitable world

## Mission

We empower educators and human services professionals to engage in visionary thinking and transformative practices within schools and communities.

## Values

**Inclusive:** we are welcoming and equity-focused  
**Responsive:** we mindfully serve our students and communities  
**Engaged:** we are connected and collaborative partners  
**Creative:** we are innovative and create knowledge  
**Impactful:** we are data-driven, process-oriented, and accountable

## Position

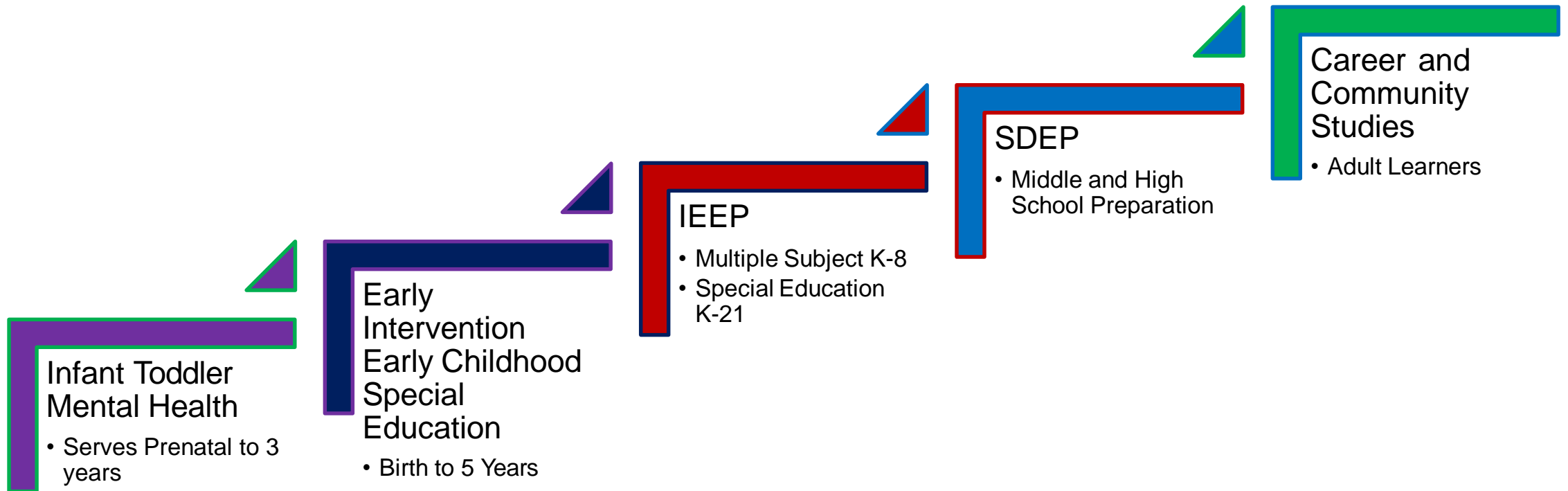
From the Pacific Northwest, the PSU College of Education serves the world through comprehensive offerings that educate a large and diverse student body for careers in teaching, counseling, and educational leadership:

- We educate graduate students, undergraduates, current practitioners, returning students, and those who are changing careers
- Our research connects us to a community of scholarship and positively impacts teaching and learning
- Our focus on inclusive excellence draws students to the PSU College of Education

Dual licensure at PSU demonstrates inclusive excellence by...

providing a continuum of educational practices to support inclusion across all grades  
embracing an equity driven approach to fundamentally transform education systems  
scaffolding teacher preparation for complexities of today's classrooms

# PSU Inclusion Across the Lifespan



Exemplary inclusive educators, are defined as professionals who are effective with all learners.



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# Discussion, Reflection and Moving Forward

## Discussion and Reflection

- ⌘ What questions or comments do you have for Jackie, Mary and the Bowling Green Team, and Marvin and the Portland State Team?
- ⌘ What additional questions did the presentations spark for you?

## Moving Forward

- ⌘ How could the work and resources AACTE, Bowling Green, and Portland State shared be applied in your context?
- ⌘ Do you have resources or work underway that aligns to the AACTE, Bowling Green, and Portland State presentations that could help peers?



# Dual Licensure Candidates Support Students during COVID-19



During the health emergency of COVID-19, AACTE is encouraging its members, as well as states and districts, to explore partnerships between district and educator preparation programs to address the increased workforce demands for special educators in our nation's schools. In particular, we urge stakeholders to:

**Identify opportunities for special education teacher candidates to continue their contributions to educational opportunities for students with disabilities (e.g. clinical practice opportunities or paraprofessionals in temporary positions) for the duration of the impact of COVID-19 on our school system.**

Some possibilities of engaging special education teacher candidates may include:

- Participating in online-learning/e-learning/distance learning/virtual learning environments,
- Supporting or coaching parents as they navigate online learning for their students with disabilities,
- Contributing to the provision of services in the IEP of students with disabilities when it requires one-to-one support or one-on-one tutoring.

# Examples of Student Teaching Candidates Supporting Online Learning in Pre-K – Grade 3 Students with Disabilities

## Preschool Supports Provided by Junior-Level Student Teachers

The classroom I have been placed in is an inclusive classroom. My CMT had me find resources to send out to the parents. Those resources included websites and videos for the parents and students to use at home together. I also will be recording myself teaching mini lessons to send to my CMT. I have preschool books that I can read and materials that I can use for a math or art lesson here at home.

I am supporting distance learning at home with my preschool students by utilizing ClassDojo. This is a popular online application that lets teachers connect with parents and parents can show teachers their student's work while at home. My co-teacher and I along with my CMT have been making short video lessons, about 3 a day, Monday-Thursday to post onto the Dojo class story. Students can then sit down with their parents and watch these videos, as well as complete attached worksheets and activities that could be completed using household items. Parents can upload pictures of their student's finished work. The classroom I am student teaching in this year is an inclusive preschool classroom, with half the students on IEPs or with a defined disability.

I have been supporting home learning for preschool children with and without disabilities. I am in a preschool classroom with half of my students having disabilities and half of them not. I have been offered by my CMT to make videos that are uploaded to their Facebook account for the children to see. She recommended we read a book and make an activity to go along with it. So, my co-teacher and I decided to this! She read The Foot Book and had them find opposites around their house. Then I followed up making my own video to have the students work with their parents to make an opposites book. I would love to share my video with you if you would like! I am planning to do another lesson for this coming week using the Giving Tree. I am wanting to have the children make a family tree with their parents or they can think and share people who are giving to them and how they can be more giving to others. I think this is a good topic at this time of crisis! Let me know what you think or if you think there are other ways you think I could assist my students.

 [IMG 0144.mov](#)

Although I can't physically student teach in the classroom at this time, I am still trying to stay in touch with the students. How I have been doing this - I use teacherspayteachers.com and I find fun packets based off each student's level for the families to print off at home for their child. My CMT made it known that some families do have printers and would like extra work for their child so I have been coming up with different activities for my teacher to email the families.

I am in a special education room. I am planning lessons that work for both general education and special education. I have been coming up with activities that all students are able to do. They can be adjusted to be a little easier or harder depending on the student. I have also found activities that are very engaging for all students. This is one of the activities I have planned for my students for next week. <https://www.pre-kpages.com/weather-theme-movement-game/>

I really like this activity because it is a gross motor activity that goes with the theme of the week of weather. All the children in my placement would be capable of completing this activity, some may need more assistance than other. The higher-level students will be able to read the words on the cube and then act them out. The lower level students would need their parents to read the word on the cubes. I believe all of my student will be very engaged in this activity because movement is one of their favorites.

**“During the school closure I have been working with my CMT to create at home activities and resources for the students in my inclusive preschool program.”**

“While working to send home activities that align with state standards, I am also actively looking for social stories and read alouds and simple sensory crafts. The social stories and simple sensory crafts are allowing the diverse students in my class to still receive all of the accommodations that are given while at school! Most of the students in my class have sensory diets so being able to send home crafts to parents that are incredibly easy to make with materials they most likely already have, while still providing a sensory input for the students is very important to me. We are still having the students engaging in questions to support student learning (such as asking 'who' 'what' 'where' and 'why'), while still providing ways to meet their needs!”





# Perspectives: Teacher Candidate in the Program

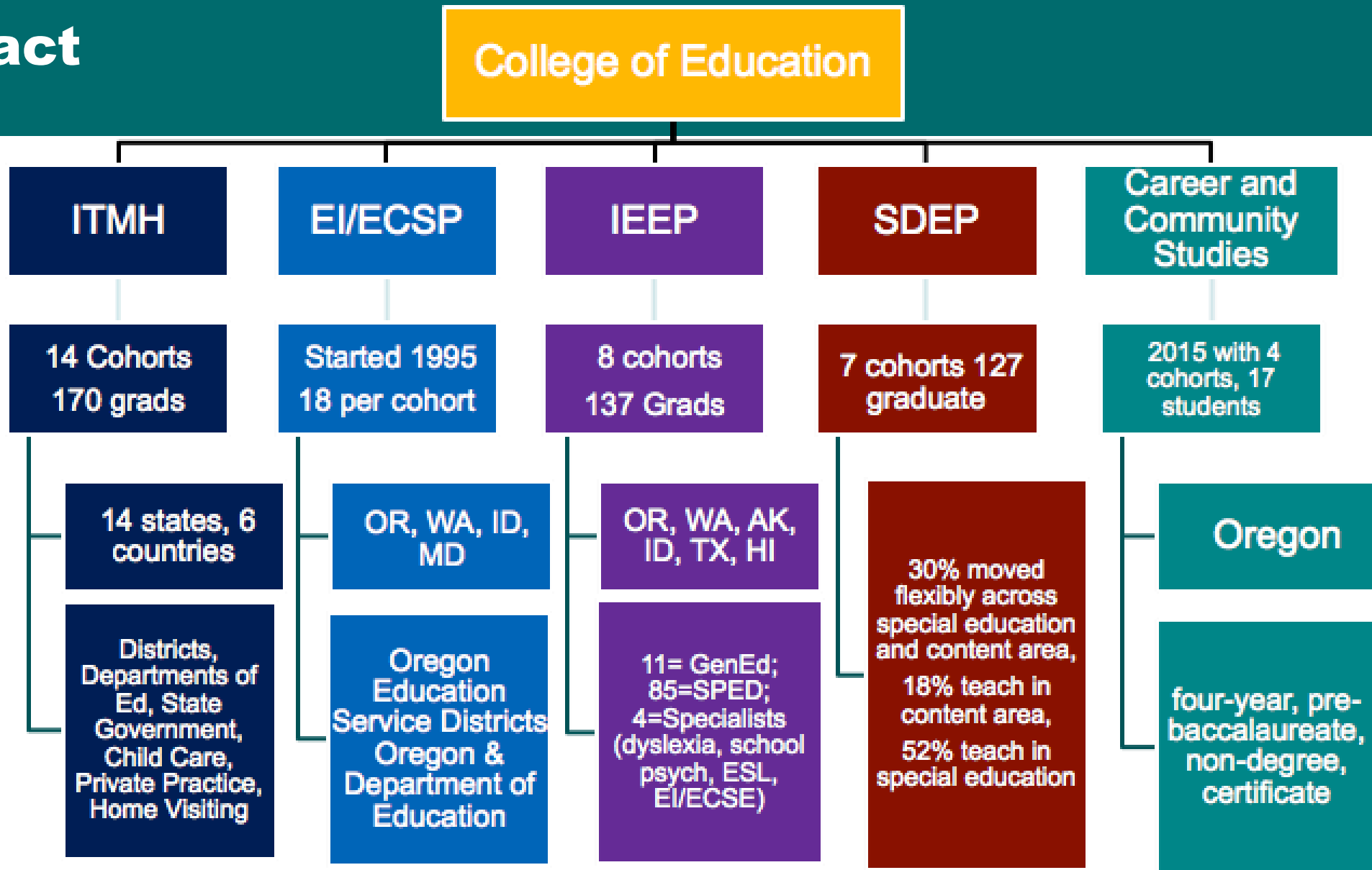
- ⌘ Increased awareness and understanding of students' needs
- ⌘ Learn strategies and interventions for all students
- ⌘ Lots of field experience in a variety of classrooms to prepare for future position
- ⌘ Mentorship from educators with varied education backgrounds
- ⌘ Ability to teach a variety of subjects, classes, and students
- ⌘ Opportunity for advancement in district due to experience
- ⌘ Program challenges and grows you personally and academically
- ⌘ Prepares you for inclusive practice in any environment
- ⌘ Competitive advantage in the job market
- ⌘ Prepared to take on classroom as a 1st year teacher with the rigorous course schedule and multiple field experiences

# Perspectives: Employers and Administrators

- ⌘ Teachers with dual licensure are more prepared to work effectively with all children in the classroom
- ⌘ Greater placement flexibility because graduates with dual licensure have a wider range of documented skills
- ⌘ Helps address the teacher shortage, especially in special education
- ⌘ Equitable classrooms where all kids get their needs met
- ⌘ Experts in the classroom with strategies
- ⌘ Anecdotal evidence that supports improved K-3 outcomes
- ⌘ Hosting teacher candidates at the sophomore, junior and senior levels



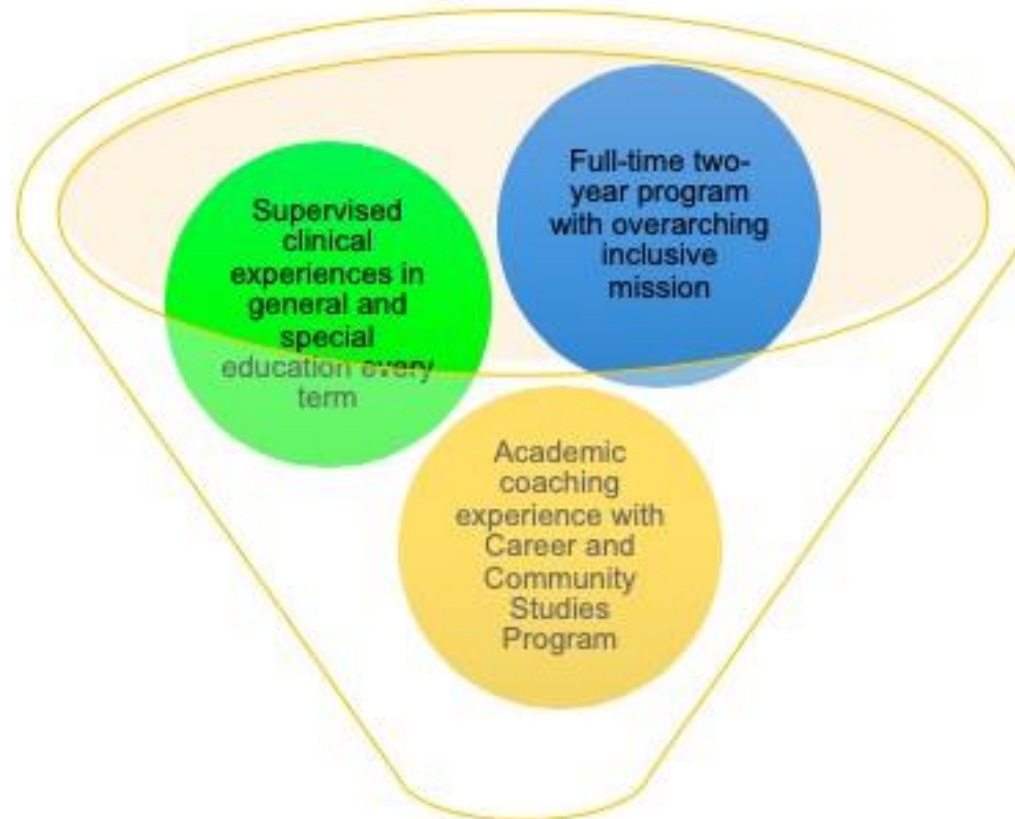
# Impact



# Dual Licensure Programs at Portland State

**Inclusive Elementary Educator Program (IEEP)**

- Master's degree and licensure in both special education and early childhood

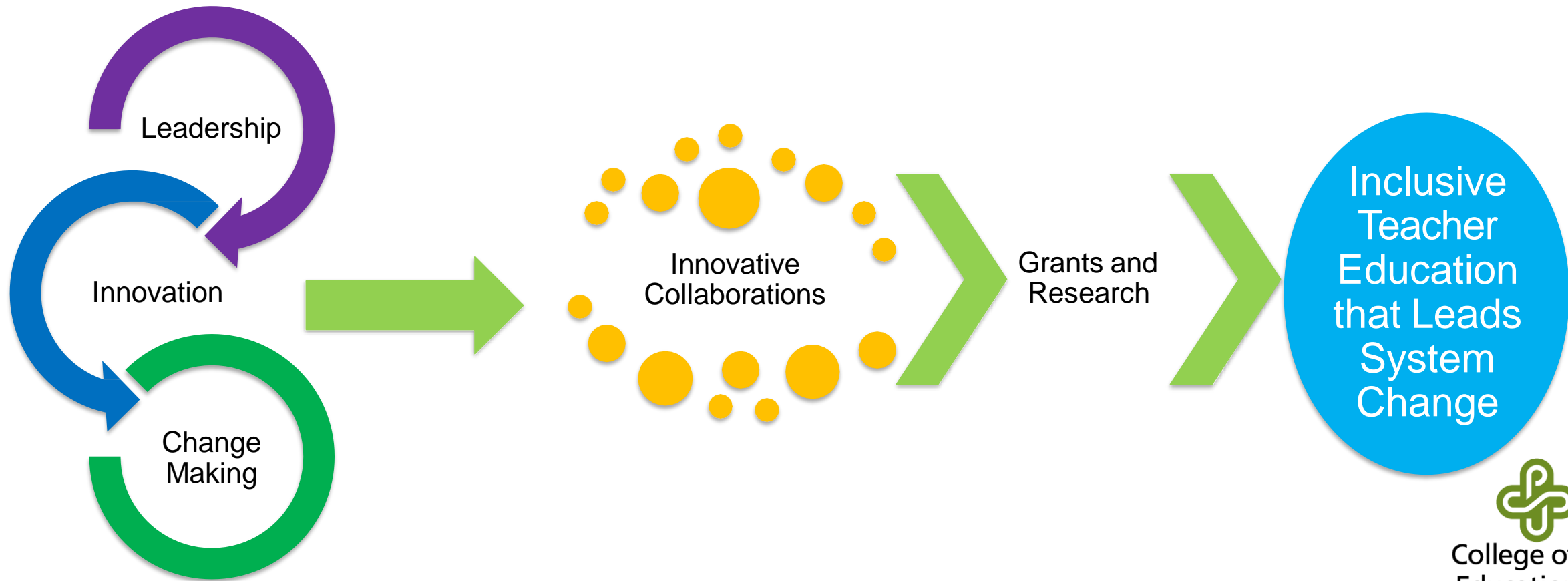


**Secondary Dual Educator Program (SDEP)**

- Master's degree with dual license in middle/high school content area and special education



# Impact



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# Discussion, Reflection and Moving Forward

## Discussion and Reflection

- ⌘ What questions or comments do you have for Jackie, Mary and the Bowling Green Team, and Marvin and the Portland State Team?
- ⌘ What additional questions did the presentations spark for you?

## Moving Forward

- ⌘ How could the work and resources AACTE, Bowling Green, and Portland State shared be applied in your context?
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# Conclusion

Thank you for joining us. Please reach out to James M. Paul at [james.paul@ccsso.org](mailto:james.paul@ccsso.org) with any questions about the webisode series. Please join us for upcoming webisodes.

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