

Together: Integrated Educational Framework

At minute 2:20, Principal Kathleen Ellwood says, “SWIFT has allowed us to use our resources very creatively, and pool all of our resources together to best serve the needs of all of our students. And not just students with IEPs. SWIFT is about all students at the school. And just think outside of the box in order to make sure all students’ needs are met.”

Discuss some of the resources (time, space, personnel, materials) that you currently have available and how those resources could be used creatively to best serve the needs of all students.

At minute 3:05, teacher Kira Jones says, “One of the things that has come up this year in teaching students with a wide range of skills is making sure that my lesson plans are very thoughtful to all the students. It’s collaborating with the special education team, with the other gen. ed. teachers to see what’s



going on in their classes and how we can do things cross-curricular, or how we can make sure that we’re hitting all the marks for all of our students.” In the film, we see an example of how Kira Jones collaborated with a special education teacher to ensure the roller coaster project was accessible to all students.

Collaboration is an essential component of a MTSS model. What opportunities for collaboration are available at your school?

At 6:05, Madelyne’s mom, Ashley Bush says, “I want her to be in that

class with the regular kids—the kids that can talk—because she learning the same thing that they are learning and I don't want, even though she's kind of behind with her speech, I don't want her to be that much behind being in a different class. So I want her to stay with the kids in her age group because they also help her, too. She sees stuff they do and she want to do it.”

Discuss the role of peers in an equity-based inclusive classroom. What role do educators play in promoting peer-assisted learning?

At 9:03, regarding co-teaching, teacher Jennifer Berman says, “Planning time is crucial. To be able to sit down and really talk through what lessons need to be done, what concepts need to be addressed, and how we’re going to address it. Which students need accommodations, which students need modifications. If you are teaching collaboratively and you barely know each other, then that comes across to students. And when you can plan together and build that relationship, you



end up with a much more cohesive classroom where students know that you are a partnership.

What supports or resources do educators and related service providers need to effectively plan and collaborate to best meet student needs?

At 9:35, Mollie Albany, a special education teacher, talks about the different areas of expertise between her and her co-teacher. Her co-teacher has the math background, but Mollie is able to adapt lessons so that all students are “learning the same material, but maybe in different ways.”

Discuss the roles of general and special educators within an MTSS framework. How do roles and responsibilities of educators,

related service providers, and paraprofessionals shift in an equity-based inclusive model?

At 10:15, paraprofessional Dawn Kampes says that Jacob is making progress because he is given more responsibility. She explains they are finding he doesn't need one-on-one instruction as they thought he did. She supports all students, so that no one student feels "singled out." She says, "I absolutely think that if I was next to him all the time, it would be a barrier. It would kind of hinder his progress with social interaction with the other students."

How can paraprofessionals be used to support students with and without disabilities within an MTSS model? What resources or supports should be provided to paraprofessionals to help facilitate their role in meeting the needs of all students?

At 11:03, Jacob says, "Segregating autistic students, that's the most dumbest and pathetic excuse that I can ever think of. Because they want to get along with the other



classmates. It's just like segregation and apartheid. And if this was ever like an autistic school that would be segregated from just a normal school, I would probably feel very sad."

Equity-based inclusion works to ensure the right to belong for all students. Discuss whether equity-based inclusion aligns with your school's vision and how you can ensure all students are granted an equal opportunity for education.

At 13:03, teacher Katherine Johnson says, "I think it's really important for schools that are working on

implementing the SWIFT model to think about what does every single person in the building have to contribute to make that model work.”

What role do all staff (including educators, support staff, administrators, and related service providers) play in implementing MTSS for all students at your school?

At 13:45, speech pathologist Katie Lee talks about her role of helping students generalize skills in their grade-level classroom.

Share examples of how related service providers can support students within an MTSS framework.

At 15:30, Superintendent Alvin Taylor says, “I think at the district level, what we’ve done is worked on building capacity within our leaders and our teachers. So many times we ask our teachers to meet the needs of these students but we don’t give them the tools to do so.”

What role does (or should) the

district play in supporting school level implementation of MTSS?

At 17:10, teacher Deona Fox says, “My door is always open to my parents because you must make people feel valued and once you do that, you have them. You can build strong, long-lasting relationships and that’s what I’m all about.”

Share examples of how to engage parents in trusting partnerships.

At 20:40, teacher Jill Gaff says, “I try to modify things where it doesn’t look any different for her, so I really like using the Chromebooks. If everyone else is, you know, working on an assignment that is short answer, maybe even essay, I can create something for her on the Chromebook that’s multiple choice, or fill in the blank, or she could speak to the text and it could type it for her. But if you were to come in the classroom and look, it looks the same to everyone. I think it builds her self confidence. You know, she fits in with everyone, which is awesome.”

Discuss ideas for how to incorporate technology to differentiate lesson plans or assignments.

At 21:24, Principal Denise Sopa says, “Learning next to each other isn’t the same thing as learning with each other.”

How do we ensure all students, even students with significant support needs, are meaningfully engaged in the curriculum instead of just “learning next to each other other.” How do we ensure all students, even students with significant support needs, are meaningfully engaged in the curriculum instead of just “learning next to each other”?

