

# Whatever It Takes: Inclusive Academic Instruction

At 3:31, Teacher Lamareshia Johnson says, “I try to differentiate my instruction based on what the data’s telling me.”

## **How can educators use data to guide instructional decisions in the classroom?**

At 4:15, we see foster grandparent Dessie Larkin volunteering in the classroom.

## **Share examples of how family and community volunteers can support MTSS implementation in a school.**

At 5:30, Principal Candi Robertson says, “As an instructional leader of the school, my top priority is making sure that we promote an environment of academic success, making sure that everyone is looking at the data. Not the data just sitting on the shelf collecting dust, but digging in the data and figuring out how we can meet the needs of every single student.”



## **How can a leadership team use data to guide schoolwide implementation of MTSS?**

At 8:30, Principal Coretta Miller says, “We talk about what strategies for intervention have been used, what things we are finding effective, and then what things we’re finding that are not so effective. Because if the things that we have done with them are not helping them indeed be successful, we have to change and do something that is going to help them be more successful.”

## **Discuss the role of progress monitoring data in guiding**

## **intervention decisions. What decision rules are (or could be) in place to ensure interventions are matched to student needs?**

At 9:40, Superintendent Cedric Richardson says, “I see the issue with children with IEPs being segregated as a civil rights issue. If I were a parent that had a child with a disability, I would want to make sure that my child is being challenged to the highest degree. There has to be a quality of learning in that classroom, and not just placing a child in a classroom for socialization.”

## **How is segregating students with disabilities a civil rights issue? How can a multi-tiered system of support be used to ensure equity based inclusion rather than students just being “placed in a classroom for socialization”?**

At 10:30, teacher Jennifer Amma says, “When I’m planning for a lesson, I try to give my students multiple access points. This involves different ways of visualizing the material. I know some students learn better by reading, so I make sure that there’s an element of reading in there. Some students will learn better if they write it

afterwards. Some students need to see it. Some students need to touch it. Sometimes it may feel like a circus, but it’s trying to meet the needs of every student in the class.”

## **Universal Design for Learning (UDL) is a framework for designing curricular materials so they provide multiple means of representation, action and expression, and engagement. Discuss ways to incorporate UDL into lesson planning and curriculum design.**

At 13:35, we see teacher Katherine Johnson demonstrating molecules through movement. She says, “The learning gains that I saw from my ELL learners were so huge when I started to disrupt a purely language-based and wordbased type of instruction.”

## **Choose a vocabulary word or concept and discuss ideas for how to teach the word or concept in ways that do not rely solely on “word-based” instruction.**

At 16:40, Principal Angela Winters says, “OK, these interventions have to be done. I will be responsible for assigning a custodian to go keep

your class every day for 30 minutes so that you can make sure these interventions are being done.”

### **What are some other examples of how all school staff and stakeholders can contribute to MTSS implementation?**

At 17:50, teacher Katie Wich says, “The way I look at differentiation is providing access to the content. So the first thing I do is ask myself, ‘What’s the goal of the lesson?’ If the goal of the lesson is for them to understand the history of Oregon, I don’t care if they read it, if they write it, if they listen to it, or if they research it.”

### **How do we differentiate instruction to ensure the core curriculum is accessible to all students?**

At 20:35, teacher Nat Crosman says, “I’ve read the research that students who get involved in helping others get more motivated and also have better knowledge acquisition. I know from my own practice that when I teach a subject I do have to learn it better myself, and so the fact of teaching it to another person or in a class of kids in my case, is

itself a way of learning that’s very, very effective.”

### **How can we utilize collaborative instruction among peers to engage diverse learners in a classroom? What supports do students and educators need to effectively use collaborative instruction among peers?**

The film ends with teacher Katie Wich saying, “I love the idea of inclusion because it really does set the bar high for all kids. You know, we all have different abilities and we all have different strengths, and being around people who are different than us allows us to grow every single day. And the possibilities are endless.”

### **Discuss some of the endless possibilities that can be achieved by focusing on all students’ strengths through equity-based inclusion.**

