

# Inclusive Teacher Preparation Practices

March 15, 2019



Find webinar resources at [www.calstate.edu/teachered](http://www.calstate.edu/teachered) (Resources)

# Welcome and Introduction

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## Inclusive schools...

- Inclusion, or inclusive schools has been defined and conceived in many ways over the last several decades, but at the heart of all of these definitions is the idea of good schooling for all students, where each and every learner is valued and educated together and where their respective needs are met by teams of educators working alongside families.

## **Inclusive teacher preparation programs...**

- Care about the “whole” student
- Know their content deeply
- Understand the complex ways their diverse students learn
- Develop and provide meaningful learning experiences
- Work together with other educators and families to best meet the needs of each and every learner

## **The purpose of this webinar is to...**

- Share effective and emerging practices regarding inclusive schooling for all students in California and
- Discuss how we might work across disciplines and across PK-12 and higher education to ensure high quality inclusive teacher preparation

## Introduction of Webinar Speakers

- **Mary Vixie Sandy**, Executive Director, California Commission on Teacher Credentialing
- **Christine Olmstead**, Associate Superintendent, Orange County Department of Education
- **Mary Brownell**, Center Director of CEEDAR and Professor of Special Education, University of Florida
- **Shireen Pavri**, Dean and **Cara Richards**-Tutor and **Shelly Xu**, Faculty CSU Long Beach
- **Diane Fazzi**, Associate Dean and **Andrea Zetlin**, Faculty, CSU Los Angeles
- **Kimberly Coy** and **Colleen Torgerson**, Faculty, CSU Fresno
- **Fred Uy**, Director of Educator Preparation and Public School Programs, CSU Chancellor's Office

# Recent Credential Changes to Support Good Schools for All Students

**Mary Vixie Sandy**

Executive Director

[msandy@ctc.ca.gov](mailto:msandy@ctc.ca.gov)

California Commission on Teacher Credentialing

# Background

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March 2015  
Statewide  
Special  
Education Task  
Force Report  
published

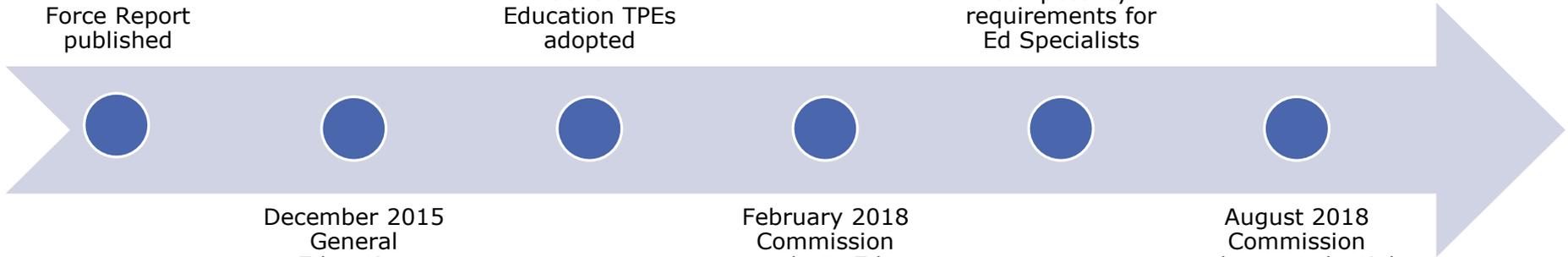
June 2016  
General  
Education TPEs  
adopted

June 2018  
Commission  
adopts DHH, VI,  
ECSE TPEs and  
subject matter  
competency  
requirements for  
Ed Specialists

December 2015  
General  
Education  
program  
standards  
adopted

February 2018  
Commission  
adopts Ed  
Specialist  
credential  
structure with 5  
preliminary  
credentials

August 2018  
Commission  
adopts credential  
titles, program  
standards, and  
remaining TPEs



# 2016 General Education TPEs

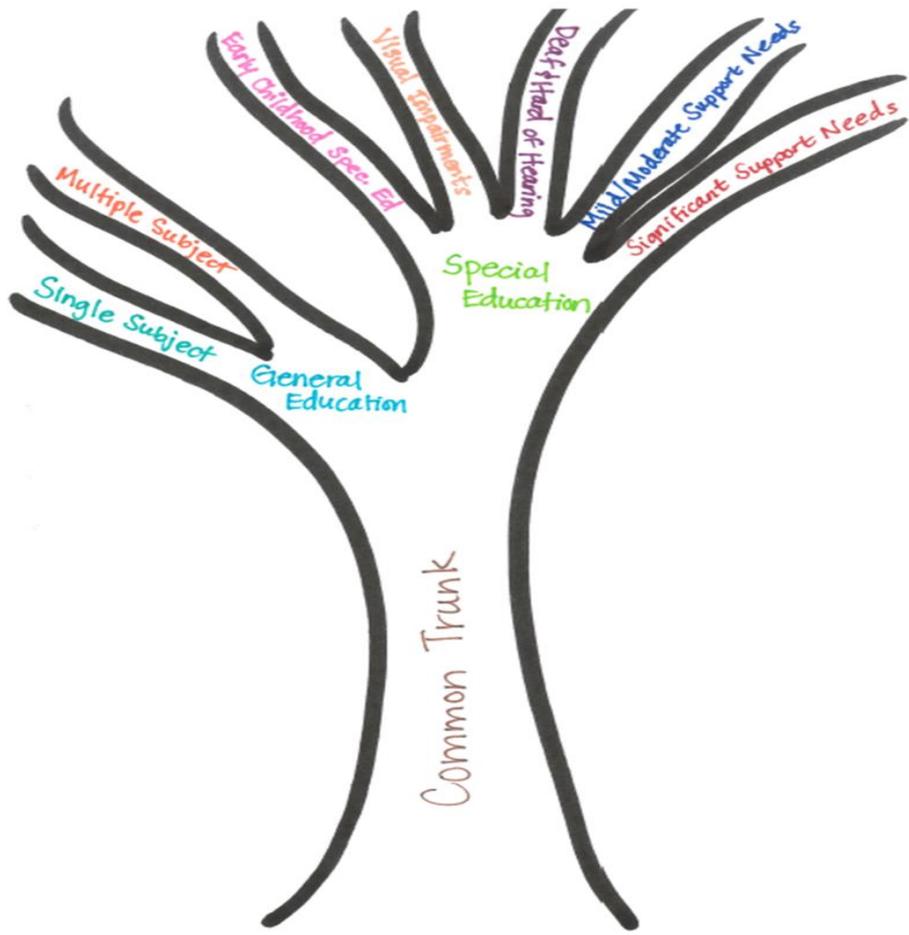
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Refer to “all” students

Incorporate Multi Tiered Systems of Support (TPE 1 & 4)

Incorporate Culturally Responsive Teaching (TPE 1, 2, 4 & 6)

Incorporate UDL and PBIS (TPE 1, 2 & 4)



# Organization of Education Specialist TPEs

- Common TPEs for the Mild to Moderate and Extensive Support Needs credentials where specific knowledge, skills, and abilities overlap
- More specific language has been included in both credentials for OI, PHI, TBI, and language needs
- Autism and EL authorization continue to be embedded in all Preliminary credentials

# Program Standards and Teaching Performance Expectations (TPEs)

## Transition Date – anticipated Fall 2021

- Education Specialist Program Standards
  - One set of program standards for all 5 Preliminary credentials
  - Same domains as the General Education standards
- Education Specialist TPEs
  - Each of the five specialty areas has its own unique set of TPEs
  - MMSN and ESN teachers will also meet the ‘General Education’ TPEs in their preparation programs

# Teaching Performance Assessment

- Governor Newsom's proposed budget calls for development of a TPA for Education Specialists
- SPED TPA will likely follow the basic structure and blueprint of the CalTPA for General Education Teachers
- SPED TPA will be adapted to focus on the SPED TPEs and settings in which SPED candidates are completing clinical practice
- Work with an expert design team expected to begin in 2019-20, with a SPED TPA ready for implementation in 2022-23

# Work in Progress – Credential Authorizations

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- Credential Authorization statements reflect the scope of preparation a candidate receives
- The Commission will be considering and possibly adopting authorization statements for the MMSN, ESN and ECSE Credentials at their April meeting
- DHH and VI Credential Authorization statements will remain the same
- ECSE will authorize service birth-Kindergarten and include orthopedic impairment
- MMSN and ESN authorizations will focus on meeting individual student needs across disability categories and differ based on the intensity of student support needs

# Work in Progress – Residency Programs

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- State funded grants to support development of special education residency programs: \$50 million
- Capacity Building Grants: 19 Special Education, 4 Special Education + Bilingual
- Expansion Grants: one special education grant awarded
- New Residency Grants: 26 Special Education, 2 Special Education + Bilingual
- Funds could support 600 +/- Special Education Residents in 2019-20



# California's Multi-Tiered System of Support (MTSS) Laying the Foundation

**Christine Olmstead, EdD**  
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Orange County Department of Education

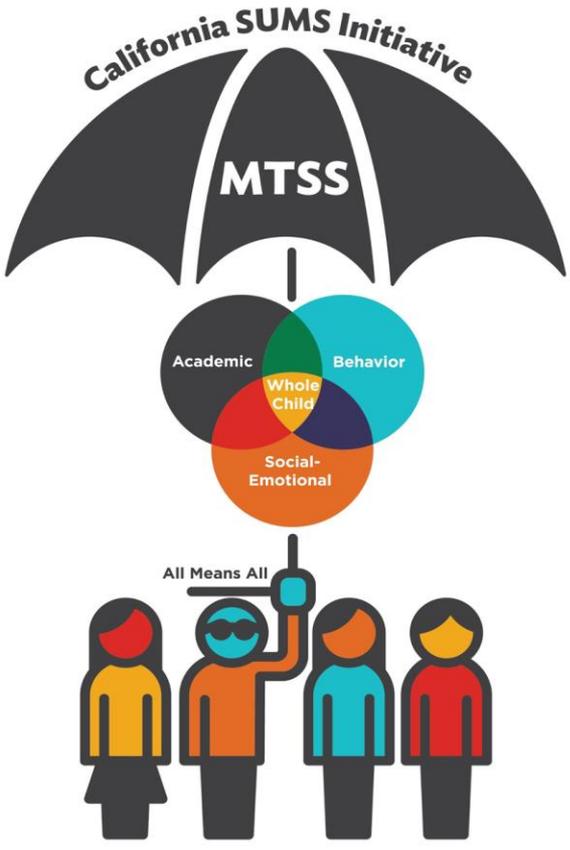


# California Multi-Tiered System of Support (CAMTSS)

## What is MTSS?

**A comprehensive framework** designed to provide effective **technical assistance** for districts and schools that supports them in addressing each and every student's academic, behavioral and social-emotional needs in the **most inclusive and equitable learning environment.**





Family & Community Engagement    Administrative Leadership    Integrated Education Framework    Inclusive Policy & Practice

**MULTI-TIERED SYSTEM OF SUPPORT**



# Multi-Tiered System of Support



**ALL STUDENTS**

## **UNIVERSAL SUPPORT**

Evidence-based priorities and practices that support the academic, behavioral and social-emotional success of all students in the most inclusive and equitable learning environment



**SOME STUDENTS**

## **SUPPLEMENTAL SUPPORT**

Additional services provided for some students who require more academic, behavioral and social-emotional support



**FEW STUDENTS**

## **INTENSIFIED SUPPORT**

Targeted academic, behavioral and social-emotional support directed toward the few students with greater needs





## Multi-Tiered System of Support

### Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

### Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

### Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

# All Means All



## Administrative Leadership

### Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

### Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



## Integrated Educational Framework

### Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

### Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



## Family & Community Engagement

### Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

### Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



## Inclusive Policy Structure & Practice

### Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

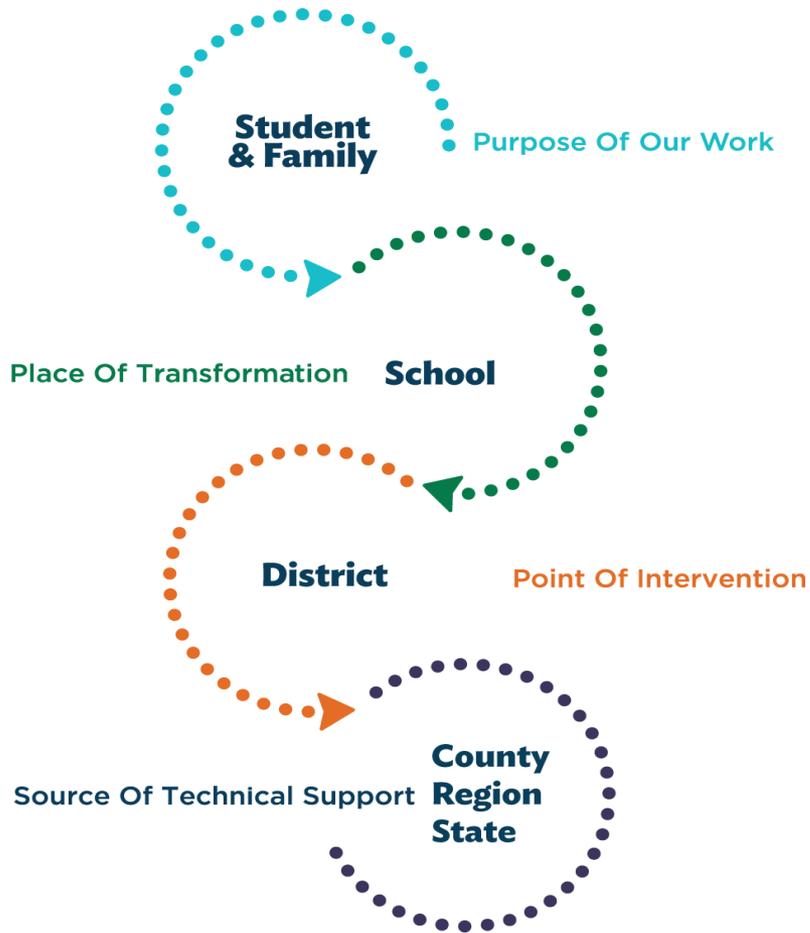
### LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

Adapted with permission from: SWIFT Education Center. (2016). *MTSS Placemat*. Lawrence, KS. [swiftschools.org](http://swiftschools.org)



# Whole System Engagement





# LCAP and MTSS Alignment



**LCAP**  
**MTSS**

## Local Control Accountability Plan

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.

### Conditions of Learning

Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready.

### Engagement

Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.

### Pupil Outcomes

Student achievement means improving outcomes for all students to ensure student success.

## Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment.

Families and community members are partners where they have options for meaningful involvement in students' education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.

All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.



# Teaching Performance Expectations

- ✧ “All Students” is intended as a widely inclusive term that references **all** students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used in the TPEs.



# Resources

- <http://ocde.us/mtss/>
- [Guide to Understanding CA MTSS](#)
- CA MTSS Online Modules: <https://oonline.ocde.us/implement/camtss>
- Higher Ed Presentation for MTSS:  
<https://docs.google.com/presentation/d/1In4Gm1JykxU3rl6Xgr-liGmVIMyZy2NUk9EWhosiAGw/edit?usp=sharing>
- MTSS IC Maps  
<https://docs.google.com/document/d/1walRGRrsWF0qZFmHEzsoxpZrJa8QyrmB42hJ8dyc3eQ/edit?usp=sharing>



# Inclusive Teacher Preparation for Diversity: National Best Practices

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Professor of Special Education, University of Florida

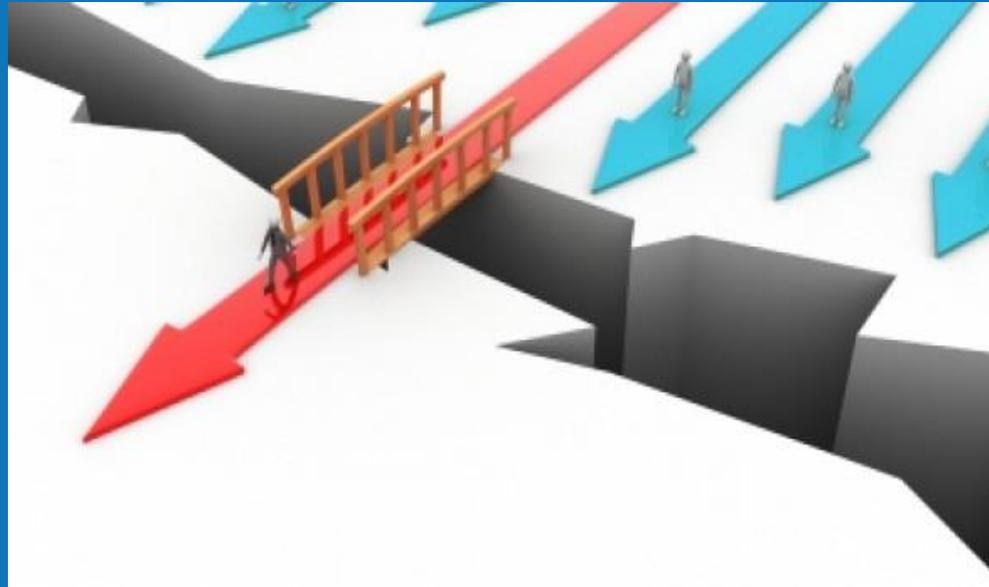


**INCLUSIVE TEACHER PREPARATION FOR  
DIVERSITY: NATIONAL BEST PRACTICES**  
MARY T. BROWNELL, DIRECTOR  
[WWW.CEEDAR.ORG](http://WWW.CEEDAR.ORG)

# OUR MISSION STATEMENT

To create *aligned* professional learning systems that provide teachers and leaders effective *opportunities to learn* how to improve and support core and specialized instruction in inclusive settings that enable students with disabilities to achieve college and career readiness standards

# ACCOMPLISHING THIS LOFTY GOAL



# MUST CONSIDER THE TEACHERS AND LEADERS WE NEED

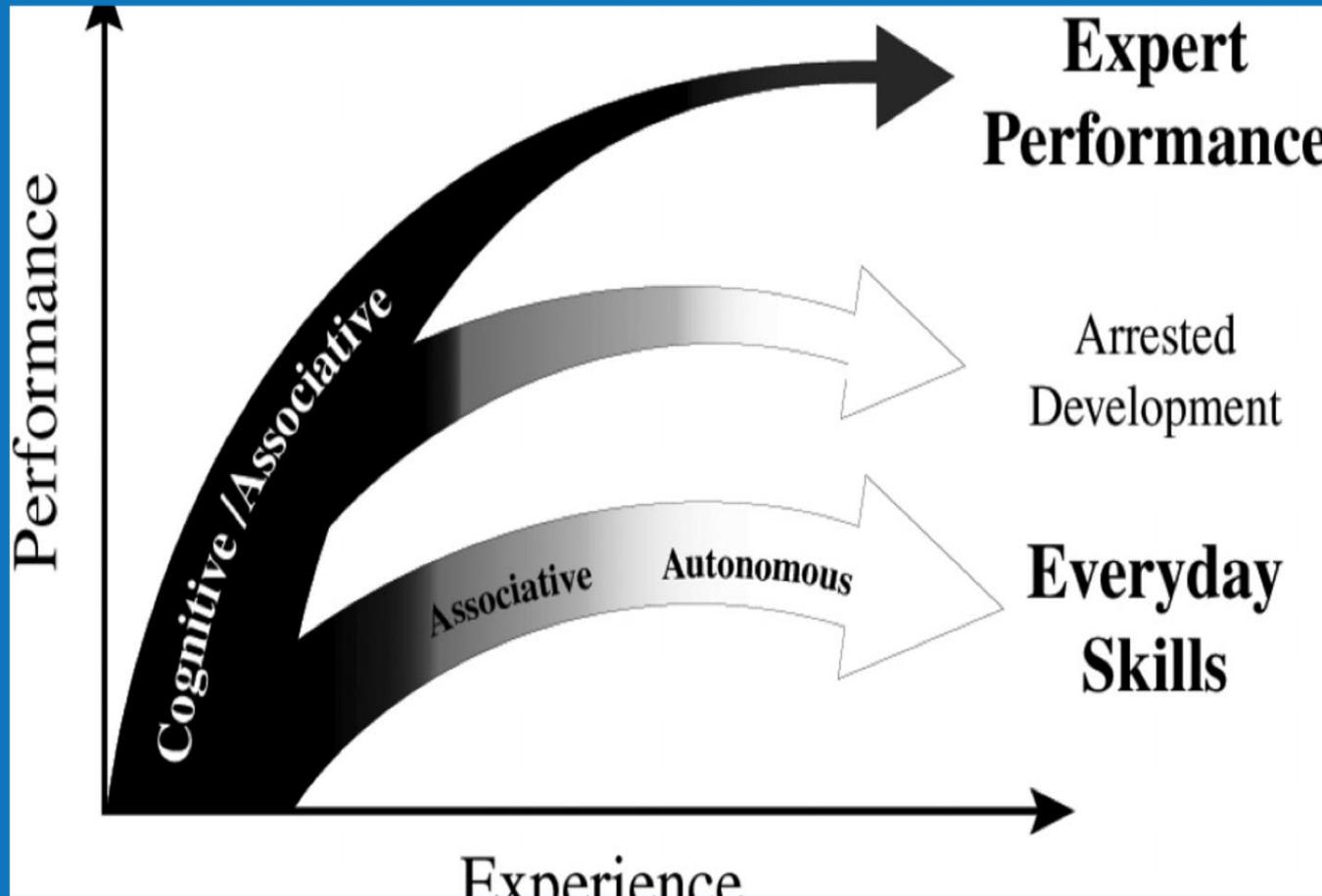
- Knowledge and skill for implementing research-based practices
- Provide appropriately rigorous content
- Support students' individual instructional and emotional needs
- Problem solver
- Persistent
- Collaborator
- Understands how to address intersection of learning with culture, disability and language

# EXPERTISE

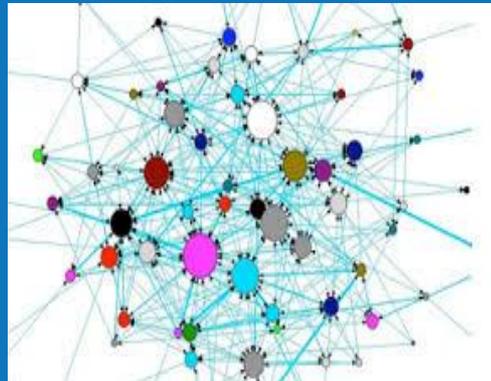


- Experts have the critical knowledge, skills and persistence that allows them to problem solve effectively and persist

# DEVELOPMENT OF EXPERT PERFORMANCE



# SYSTEMIC APPROACH IS THE GOAL!!





Similar to the approach CA is taking

# TO DEVELOP INCLUSIVE PRACTICE, CEEDAR ADVOCATES FOR FIVE KEY INGREDIENTS



# REQUIRES

- Learning opportunities focused on critical knowledge and skill that results in better student outcomes
- Effective, collaborative learning opportunities for teachers that support acquisition of critical knowledge and skill over time



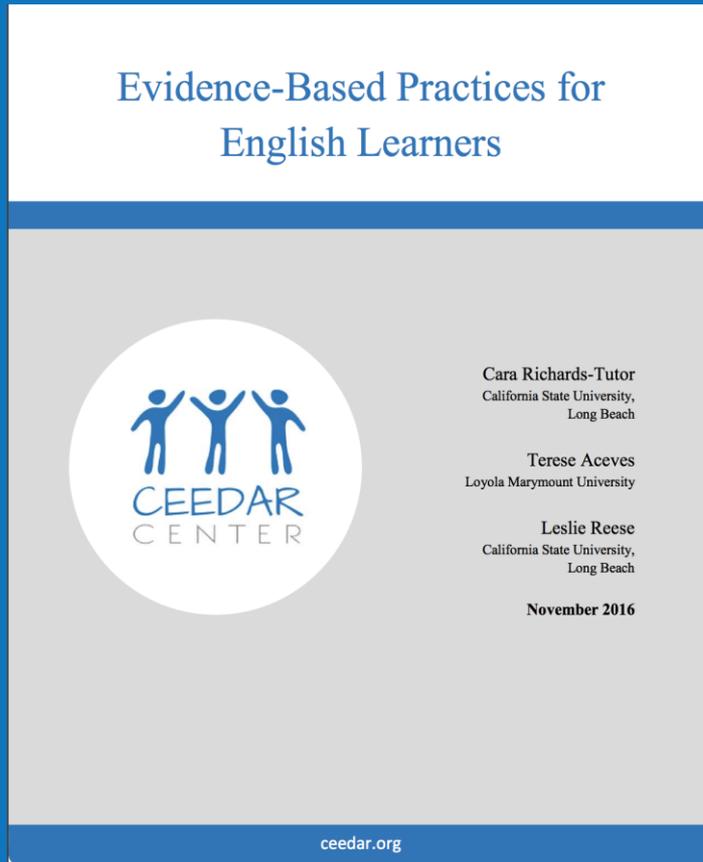
# REQUIRES

- Policies that support and align with critical content and learning opportunities
- Alignment of initiatives
- Collaboration within and across educational systems

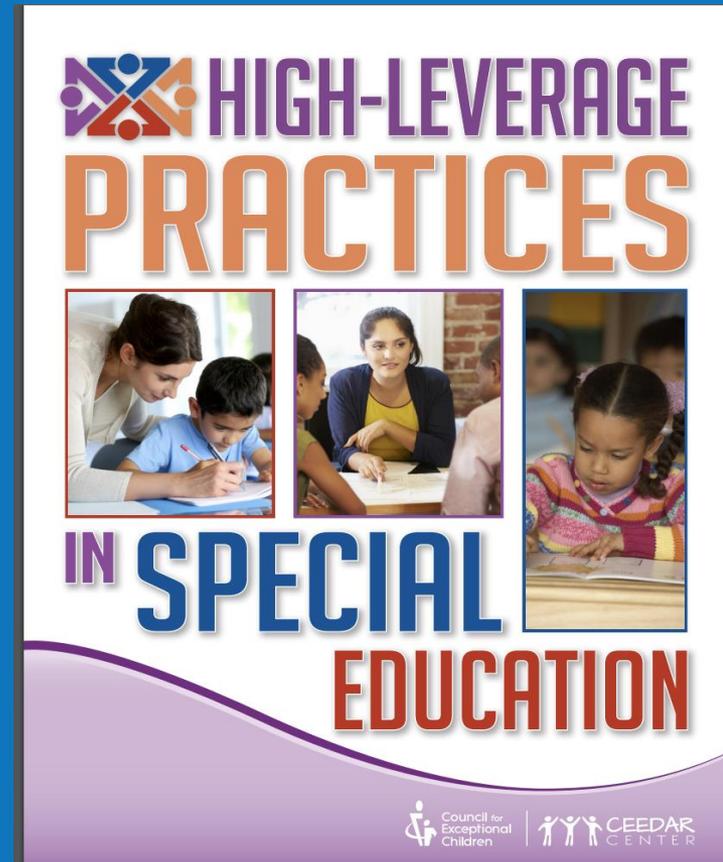


# CEEDAR TOOLS TO DEVELOP FOCUS

## Innovation Configurations



## High Leverage Practices



# TOOLS TO ANALYZE AND IMPROVE PRACTICE OPPORTUNITIES

**Learning to Teach**  
Practice-Based Preparation  
in Teacher Education

Special Issues Brief

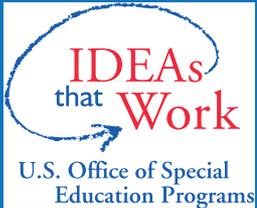


Center on  
**GREAT TEACHERS  
& LEADERS**  
at American Institutes for Research

**CEEDAR**  
CENTER

**IDEAS**  
that  
Work  
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## Exemplary Campus Approaches: Long Beach

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California State University, Long Beach

# Exemplary Campus Approaches: Collaboration and Partnerships

Shireen Pavri, Dean  
Cara Richards-Tutor, Special  
Education Faculty  
Shelley Xu, Teacher Education  
Faculty

COLLEGE OF

*Education*

# Urban Dual Credential Program (UDCP)

- Provides candidates an opportunity to earn both Multiple Subject and Education Specialist Credential(s) in one streamlined program (ITEP and Post Bac)
- Key Elements: MTSS, Inclusive Education, Culturally Responsive Pedagogy
- 2 year residency-like clinical model, candidates complete over 1200 hours of clinical practice



# Developing and Sustaining the Program: Cross-Department Collaboration

- Co-developed by faculty with expertise in multicultural education, teaching English Learners, literacy, collaboration, and special education.
- Faculty worked for a semester (with support from Dean) to develop program and courses
- Co-teaching of literacy courses



# Program Courses

Special Education Foundations: UDCP 400 (2 units) and UDCP 414 (1 unit)

Teaching and Learning Reading and Language Arts, K-8: UDCP 410 (Tier 1; 4 units) and UDCP 411 (Tier 2 & 3; 4 units)

Teaching and Learning Mathematics, K-8: EDEL 462 (Tier 1; 3 units) and UDCP 415 (Tier 2 & 3, 2 units)

Diversity and Equity: UDCP 402 (3 units) and EDSP 454 (3 units)

Assessment of Students: EDSP 564 (3 units)

Managing the Teaching and Learning Environment: UDCP 401 (3 units)

Teaching and Learning History-Social Science, K-8: EDEL 472 (3 units)

Teaching and Learning Science, K-8: SCED 475 (3 units)

Artistic and Physical Education: Take UDCP 407 (2 units)

Methods for Students with Moderate/Severe Disabilities: EDSP 578 (3 units)

Student Teaching in General Education and Special Education: UDCP 420 (6 units) and UDCP 422/UDCP 423 (6 units)

# Partnership Districts

- Long Beach Unified School District
- Little Lake City School District
- Garden Grove Unified School District



# Key Roles in Partnership

## University

- **University Administration:** regular check ins with superintendents
- **University Program Coordinator:** Meetings and updating of district admin and principals
- **University faculty/supervisors:** Checking in with teachers, trouble shooting, monitoring candidate progress



# Key Roles in Partnership

## District

- **District Administrators**-twice yearly meetings, selecting teachers and matching candidates
- **Principals**-regular check in regarding teachers/candidates, professional development needs, facilitating clinical practice opportunities with coordinator
- **Teachers**-attend 1 hour program training in year 1, provide informal support in year 1, allow candidates to complete clinical practice opportunities, 2 hour training in year 2, observe candidates with protocol, meet 3 times a semester with supervisor

# Developing and Sustaining the Partnership: What Works

- Meeting with key personnel at district (2 times each year)
- Regular communication (3-4 times a semester) with principals
- Ongoing communication with teachers, regular check in when in classrooms
- Providing professional development to meet their needs
- Allowing candidates to help school/districts-subs, summer school, intervention teachers
- Coffee, bagels, lunches, thank you gifts 😊

# Exemplary Campus Approaches: Cal State LA

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California State University, Los Angeles



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Learn more about the  
Urban Learning Major



[CALSTATELA.EDU/CCOE](http://CALSTATELA.EDU/CCOE)

# Urban Learning Major – 4 Options

- Option 1 – BA + Multiple Subjects Credential
- Option 2 – BA + Education Specialist Credential
  - Mild/Moderate Disabilities Credential
  - Moderate/Severe Disabilities – Intern eligible
  - Visual Impairment – Intern eligible
- Option 3 – BA + Accelerate Dual Credential
  - Mild/Moderate Disabilities and Multiple Subjects Credentials
- Option 4 – BA only - Teaching and Learning Coursework

# Current Program Roadmap for Accelerated Credential Option



	Fall Semester	Spring Semester	Summer Sessions
<b>ULRN Option 3</b>  <b>Year 1</b>  Fall: 16 Units Spring: 16 Units	Comm 1100*(3) <i>Intro to Oral Communication</i>	Comm 1200*(3) <i>Principles of Argumentation</i>	Note: Courses required for ESM Waivers denoted with a *
	ENG 1010* or ENG 1005* (3) <i>College Writing</i>	Hist 1010*(3) <i>World History to 1500 CE</i>	
	NATS 1010*(4) <i>Physical Sciences</i>	CCOE 1010 (3) <i>Intro to Higher Education</i>	
	CHDV 1400*(3) <i>Development Across the Lifespan</i>	Math 1100*(3) <i>Real Number Systems for Elementary &amp; Middle School Teachers</i>	
	POLS 1000*(3) <i>Gov. &amp; American Society</i>	Nats 1020* (4) <i>Earth &amp; Space Science</i>	
<b>Year 2</b>  Fall: 16 Units Spring: 15 Units	Hist 2010(3) <i>United States History to 1877</i>	HIST 1020*(3) <i>World History since 1500 CE</i>	
	LBS 2340(3) <i>Multicultural Arts –L.A. (re)</i>	Math 2250*(3) <i>Explorations in Geometry for Elementary &amp; Middle School Teachers</i>	
	ENGL 2700*(3) <i>Why Literature Matters</i>	EDFN 2010 (3) <i>L&amp;scapes of Urban Schooling</i>	
	Math 1150(3) <i>Real Number Systems for Elem &amp; MS Teachers</i>	EDCI 2020* (3) <i>Visual &amp; Performing Arts for Elementary &amp; Middle School Teachers</i>	
	BIOL 1030 (4) <i>Life Science*</i>	ULRN 2120 (3) <i>Contemporary Issues in Culture &amp; Learning</i>	
<b>Year 3</b>  Fall: 17 Units Spring: 14 Units  Summer 5 Week Session 1: 3 Units 5 Week Session 2: 3 Units 10 week Session: 9 Units	ULRN 3000(2) <i>College Success and Urban Teacher Preparation in ULRN</i>	ULRN 4110(3) <i>Learning &amp; Critical Thinking</i>	<b>5 Week Session 1:</b> EDFN 4130(3) <i>Psychological Foundations of Ed</i>
	EDCI 4000(3) <i>Transformative Teaching in Diverse Urban Classrooms</i>	ULRN 4130(3) <i>Literacy &amp; the Urban Community</i>	<b>5 Week Session 2:</b> EDSP 4020(3) <i>Assessment &amp; Ed Planning for Students with Disabilities</i>
	EDCI 4010* or EDSP 4010*(3) <i>Eng. Language Dev./Cognitive, Linguistic &amp; Literacy Processes in Individuals with Special Needs</i>	ULRN 4140(3) <i>Integrated STEM Project-Based Learning in Urban Environments</i>	<b>10 Week Intercession:</b> EDSP 4030 (3) <i>Behavior Supports, Social Skills, &amp; Classroom Management</i> EDIT 4100 (3) <i>Educational Technology for Teachers</i>
	EDCI 4111 (3) <i>Inclusive Curriculum &amp; Teaching of Integrated Literacy &amp; Comm</i>	EDSP 4060(3) <i>Clinical Practicum in Inclusive Teaching: Mild/Moderate Disabilities</i>	EDCI 4113 (3) <i>Curriculum and Teaching of Inclusive Social Studies, Civic Learning &amp; Humanities</i>
	EDSP 4000*(3) <i>Foundations of Special Ed</i>	EdTPA Prep (2)	
	EDSP 3010 (2)		
<b>Year 4</b>  Fall: 12 Units Spring: 12 Units TOTAL: 133 Units  + Summer Bilingual Authorization: 9 Units	EDCI 4112(3) <i>Curriculum</i>	HIST 3480*(3) <i>California</i>	<b>Added Bilingual Authorization (Optional)</b>
	EDSP 4253 (3) <i>Instructional Planning &amp; Delivery for Students with Mild/Moderate Disabilities</i>	ULRN 4190 (3) <i>Senior Seminar in Urban Schooling: Reading, Writing, &amp; Reflection</i>	EDCI 5560 (3) <i>Bilingual 1</i>
	EDSP 4257(3) <i>Tier 2&amp;3 Study of Lit Problems &amp; Specialized Interventions for Students with Mild/Moderate Disabilities</i>	EDSP 4455(3) <i>Fieldwork in Residency: Mild/Moderate Disability</i>	EDCI 5570 (3) <i>Bilingual 2</i>
	EDEL 4455(3) <i>Fieldwork in Residency: Multiple Subjects</i>	EdTPA Prep(3)	EDCI 5580 (3) <i>Bilingual 3</i>

# Developing Clinical School Sites

## Year One Activities

1. IHE met with local district special education administrators
  - a. identified possible local elementary school sites
  - b. established local district special education team to work in partnership
2. met with each principal accompanied by local district special education team
3. met with each school's teaching faculty accompanied by district partners— conducted needs assessment
4. met with each school's teaching faculty to share results of needs assessment and professional development (PD) priorities
5. identified dates for 4 PD workshops and focus groups (FG)
6. with district partners, developed and conducted 2 PD workshops in fall and FG; 2 PD workshops in spring and FG

Elementary A K-5gr			Elementary B K-6gr			Elementary C K-5gr		
N = 783			N = 400			N = 503		
Socioeconomically Disadvantaged– 94.4%			Socioeconomically Disadvantaged– 80%			Socioeconomically Disadvantaged– 92.2%		
English Learners – 49%			English Learners – 15.8%			English Learners – 40%		
Foster Youth – 1.3%			Foster Youth – 0.8%			Foster Youth – 2%		
Students with disabilities (SWDs) – 52			Students with disabilities (SWDs) – 20			Students with disabilities (SWDs) – 32		
Standardized Test Scores			Standardized Test Scores			Standardized Test Scores		
	All Students	SWDs		All Students	SWDs		All Students	SWDs
ELA	Very low	Very low	ELA	High	Low	ELA	Low	Very low
Math	Low	Very low	Math	Medium	Low	Math	Low	Very low

# Developing Clinical School Sites

## Year Two Planned Activities

1. with principal input, select pool of mentors at each school site based on skills, leadership, and interest displayed during PD workshops
2. continue PD with mentors to:
  - a. develop knowledge of ADC residency program expectations and curriculum, required CTC assessments, and effective supervision/coaching approaches
  - b. foster teaching practices that are aligned with state standards and promote inclusive and collaborative learning environments with effective instruction and assessment for all students
3. develop process for coordinating feedback between mentors and university supervisors

## Year 3 Planned Activities

1. assign ADC candidates to mentors
2. establish regular meetings between mentors and university supervisors
3. conduct seminars at school site

# Exemplary Campus Approaches: Fresno

**Kimberly Coy**

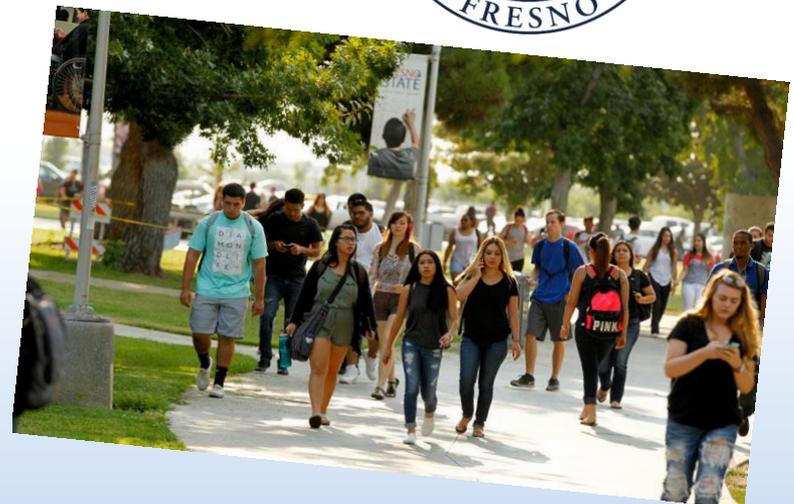
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**Colleen Torgeson**

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California State University, Fresno

## Fresno State Kremen School of Education: Inclusive Practices *Works in Progress*



### Basic Credential Programs

*Core classes taught by faculty specialists to all candidates across departments with **inclusive practices for all students** (Emergent bilingual, accelerated, learning differences, experiencing trauma, at-risk/at-promise...)*

#### **MULTIPLE SUBJECT REDESIGN**

- **Inquiry** at the core
  - Cult Ling Sust Pedagogy
  - Univ Design for Learning
  - Devel Approp Practices
  - Understand by Backward Design

### Ed Leadership Program

*Covered across courses in the program in assignments that require:*

- Equity audit and student analysis/gaps
- Interview principal about inclusive practices
- Assess MTSS and develop action plans

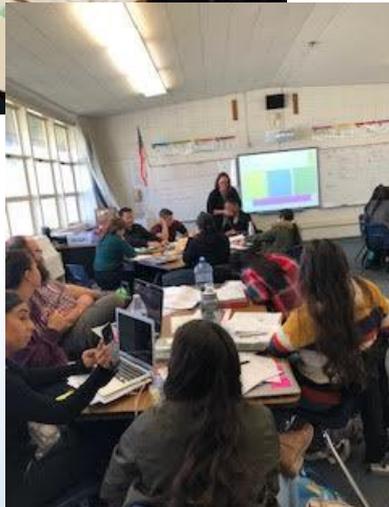
## Practice 2: Course Enhancements

# Developing Fully Inclusive Mindsets

- CEEDAR/CCTE Mini-Grant Recipients
  - Collaboration between GE and SE faculty
- **Revised a foundational, first phase course for the multiple subject credential**
  - Focus on students with significant/severe disabilities
  - Videos and readings to highlight full inclusion
  - Guest lecture “Inclusive classroom environments for students with exceptional support needs”
  - Demonstrate Peer Support Arrangements
  - **Assignment changes:** Candidates are required to redesign or envision instructional environments or lessons to fully include students with severe disabilities
- Professional development for multiple subject program faculty and university coaches (supervisors)

## Practice 3: Modeling and requiring UDL with district curriculum

### TEAM TEACHING IN RESIDENCIES



**JOINT TEACHING** with *Faculty* and *District colleagues* empowers new candidates in inclusive practices:

- **UDL emphasis**
- **Model Lessons with district curriculum employing UDL**
- **Establishing classroom cultures of acceptance**
- **Inclusivity of families**
- **Candidate placements in 2s & 3s at sites to be part of the change to more inclusivity**
- **Enhances both university perspective and district implementation**

## UDL and Teacher Residency

- Preparing teachers in a Residency where the school district focuses on UDL.
  - Sanger Unified School District, Central Valley rural school
  - 25 residents
  - 2 semester program

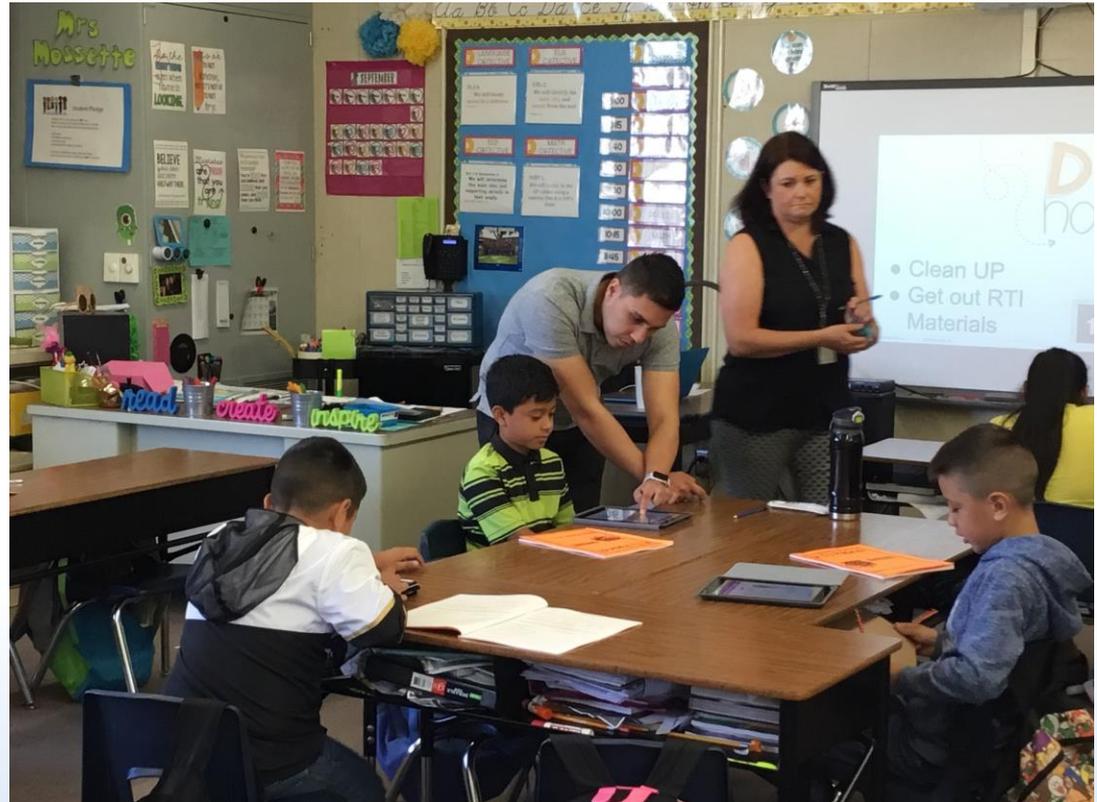


Sanger Teacher and  
Residency Program



## Universal Design for Learning

- Creating model classroom environments at the University so teacher candidates experience inclusive practices





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# Questions and Discussion: Attendees and Presenters

**Fred Uy**

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Director, Educator Preparation and Public School Programs  
California State University, Office of the Chancellor

## Remarks

- Thank you all for today's presentation given by speakers.
- Now that we have heard from the presenters, it is now time to hear from the listeners. Questions to the presenters may be sent to us via the Question Box.
- I'll try to get to all your questions, time-permitting.
- Let's begin with the first question.

## Next Presenter

- That was a very enriching and interactive discussion.
- Without any delay to give the closing remarks, here is Dr. Marquita Grenot-Scheyer, Assistant Vice-Chancellor of Educator Preparation for the CSU system.

## Closing Remarks

**Marquita Grenot-Scheyer**

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Public School Programs

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## Closing Remarks

- I want to thank all of our outstanding presenters.
- We've seen today the way in which educators are working together to serve all children.
- We look forward to working with all of you in further advancing a shared vision of inclusive schooling.



Find webinar resources at [www.calstate.edu/teachered](http://www.calstate.edu/teachered) (Resources)

**Thank You!**