



Online Courses

Foundations for Inclusive Practice

Registration link: <http://tec.registration.etlo.org/register/madese>

The MA Department of Elementary and Secondary Education has partnered with EDC, Inc. and TEC to share the availability of two online courses to help educators meet the needs of all learners in inclusive settings. These 15-hour, web-based, and self-paced courses are offered at no cost to all MA educators and present a rigorous and engaging sequence of professional development about meeting the needs of all students. (Short video preview of course content is available at: <https://vimeo.com/177434160>.)

Content Overview for Foundations for Inclusive Practice: Educator

Audience: *Massachusetts educators in both special and general education roles, who provide direct instruction, support, and/or consultation to students in inclusive settings.*

SESSION 1: Students with Diverse Needs

Session 1 begins with an introduction to the course's central topic, inclusive practice and the pressing need to strengthen its implementation in classrooms, schools, and districts. You will learn about the diverse learning needs of students with disabilities by building background knowledge and watching compelling video cases. Then, you will explore issues of disproportionality by examining national and Massachusetts statistics and research findings. You will make connections to your own context by exploring your school/district data on students with disabilities. In this session and throughout the course, you will have opportunities to identify ideas to apply in your work with students and across your school community.

SESSION 2: Frameworks for Inclusive Practice, Part 1

Implementing inclusive practice involves addressing students' diverse needs in both academic and non-academic areas. A Multi-Tiered System of Supports (MTSS) offers a blueprint for providing academic and behavioral supports to students. You'll first focus on MTSS by finding out about the key principles and viewing school examples. Then, you'll explore three powerful frameworks, Social and Emotional Learning (SEL), Positive Behavioral Interventions and Support (PBIS), and Universal Design for Learning (UDL), which serve as the building blocks for implementing effective inclusive practice. This in-depth exploration of the frameworks extends through Sessions 2 and 3. Session 2 focuses on MTSS and the frameworks of SEL and PBIS. Session 3 focuses on the UDL framework for creating accessible instruction and support for students.

SESSION 3: Frameworks for Inclusive Practice, Part 2

In this session, you will continue to explore the three frameworks for inclusive practice by focusing on Universal Design for Learning (UDL). You will delve into UDL principles and practices for planning and teaching universally designed lessons that are accessible to students with diverse needs. The activities include examples of teachers implementing the UDL framework in their classrooms and schools. You will also learn about the *Educator Effectiveness Guidebook for Inclusive Practice* (Guidebook), which provides a variety of tools for Massachusetts educators and administrators to use.

SESSION 4: Teaching Students with Diverse Needs

This session focuses on teaching students with diverse needs in inclusive settings. The activities include videos of sample lessons to deepen understanding of the characteristics of effective inclusive classrooms. You will explore instructional and assessment strategies for identifying and addressing students' diverse needs. In addition, you will learn about ways to review lesson plans and other classroom artifacts to look for evidence of inclusive practice. To support your work in these areas, you become familiar with three Guidebook tools that can be used for individual reflection and planning as well as for collaboration with colleagues in team meetings, professional learning communities (PLCs), and professional development experiences.

SESSION 5: Student Feedback, Professional Collaboration, and Family Engagement

Session 5 begins with the topic of gathering student feedback in accessible ways that allow for the participation of students with disabilities and using the findings to strengthen inclusive practice. In the next topic, professional collaboration, you will explore different ways for general educators, special educators, and specialized instructional service personnel to work together to support students in inclusive settings. Collaboration also needs to extend to building partnerships with families through creating welcoming classrooms and schools, active communication, and meaningful opportunities for engagement. As a closing activity, you will reflect on your learning across the five sessions to identify and plan actions to continue strengthening inclusive practice in your work after the course ends.

Content Overview for Foundations for Inclusive Practice: Administrator

Audience: Massachusetts school and district administrators in both special and general education roles, including principals, assistant principals, supervisors/directors/coordinators of special education, curriculum, and specific subject areas, superintendents, and those aspiring to leadership roles.

SESSION 1: Students with Diverse Needs

Session 1 begins with an introduction to the course's central topic, *inclusive practice* and the pressing need to strengthen its implementation in schools and districts. You will learn about the diverse learning needs of students with disabilities by building background knowledge and watching compelling video cases. Then, you will explore issues of disproportionality by examining national and Massachusetts statistics and research findings. You will make connections to your own context by exploring your school/district data on students with disabilities. In this session and throughout the course, you will have opportunities to reflect on your current practices and identify ideas to apply in your leadership role to support the implementation of inclusive practice in your school/district.

SESSION 2: Setting a Vision of Inclusive Practice

This session focuses on the characteristics of effective inclusive schools and their leaders. School leaders play an instrumental role in setting a vision of inclusive practice with educators, students, and parents. The session also focuses on the Multi-tiered Systems of Supports (MTSS) model for providing a continuum of academic and non-academic supports to promote successful outcomes for all students. The session activities include readings on recommended approaches and school videos with examples of practices in action.

SESSION 3: Frameworks for Inclusive Practice

In this session, you'll explore three powerful frameworks, Social and Emotional Learning (SEL), Positive Behavioral Interventions and Support (PBIS), and Universal Design for Learning (UDL), which serve as the building blocks for implementing effective inclusive practice. These frameworks can be used within a Multi-tiered System of Support (MTSS) to provide academic and behavioral supports for students with diverse needs. The session activities provide opportunities to delve into each of these frameworks and to see examples of their implementation in a variety of classrooms and schools.

SESSION 4: Support for Teachers of Students with Diverse Needs

The session focuses on administrators' roles as instructional leaders and on the use of classroom observations, feedback, and professional development as powerful levers for improving teachers' inclusive practice. You will view classroom videos and use tools for conducting observations, debriefing, and giving high-quality feedback to educators. The activities are designed to build understanding of the characteristics of effective inclusive classrooms and to offer options for planning professional development experiences.

SESSION 5: Collaboration, Scheduling, and Family Engagement

In Session 5, you will focus on professional collaboration by exploring different ways for general educators, special educators, and specialized instructional service personnel to work together to support students in inclusive settings. Collaboration also needs to extend to building partnerships with families through creating welcoming schools, active communication, and meaningful opportunities for engagement. During this session you will consider ways to use your leadership role to strengthen family engagement in your school/district and then focus on creating master schedules that support inclusive practice. As a closing activity, you will reflect on your learning across the five sessions to identify and plan actions to continue strengthening inclusive practice in your work after the course ends.

One (1) graduate credit for each of these courses is available through a partnership between Worcester State University and Education Development Center (EDC), a non-profit organization. Graduate Credit information (registration and requirements) is available on the homepage of each course by scrolling down past each session description to the Graduate Credit Option section.

These self-paced course can be used, in conjunction with the Individual Professional Development Plan, to satisfy the minimum 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles as according to the [Massachusetts License Renewal Requirements for a Professional License](#).

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