



TEACHER EDUCATION FOR INCLUSIVE EDUCATION IN THE USA

Elizabeth B. Kozleski, Professor and Chair

Department of Special Education

University of Kansas

ebk@ku.edu



Understand the context for inclusive teacher education in the US.

Frame the approach to developing inclusive professional teachers.

Explore the technical, contextual, and critical understandings and practices that inclusive teachers need.



INCLUSIVE EDUCATION

A response to systemic exclusion of students

- who are viewed as different
- (e.g., students with disabilities, refugee, immigrant, ethnically and linguistically diverse students, and students from low socioeconomic backgrounds)

from meaningful access and participation in education.



INCLUSIVE
EDUCATION IS
A
CONTINUOUS
STRUGGLE
TOWARD

the *redistribution* of quality opportunities to learn and participate in educational programs,

the *recognition* and value of differences as reflected in content, pedagogy, and assessment tools, and

the opportunities for marginalized groups to *represent themselves* in decision-making processes that advance and define claims of exclusion and the respective solutions that affect their children's educational futures.



Context Matters

Size of States

The US Constitution and Federalism

The residual effects of history

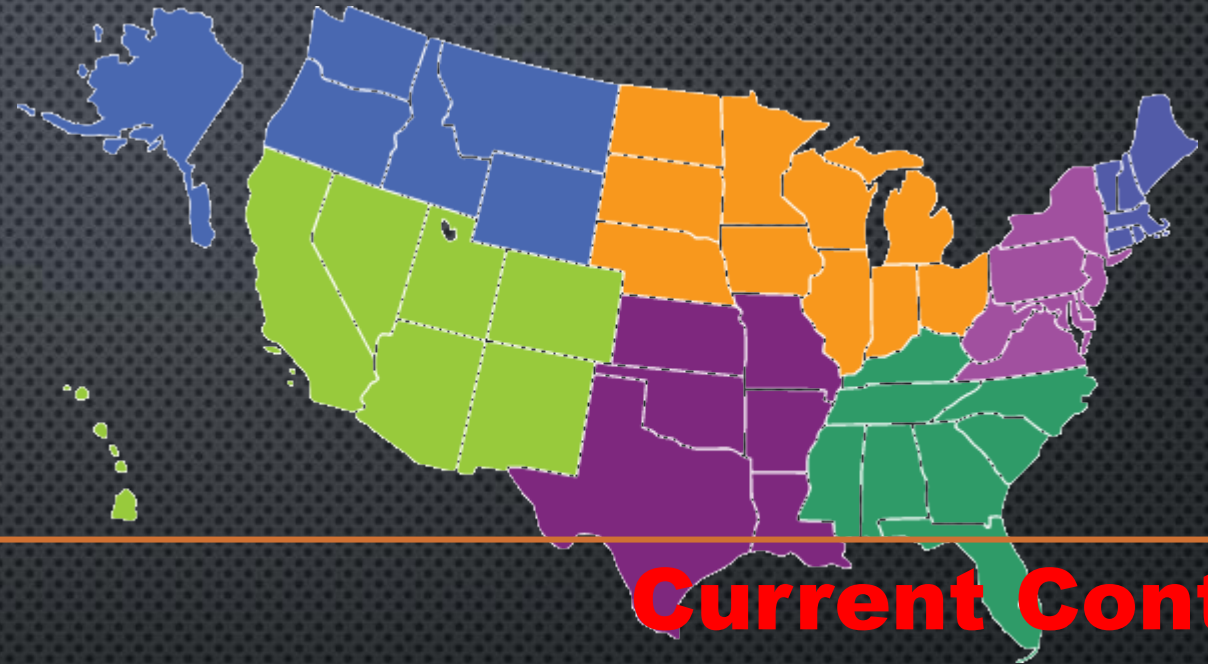
Frontier mentalities

Slavery

A nation of immigrants

Democracy

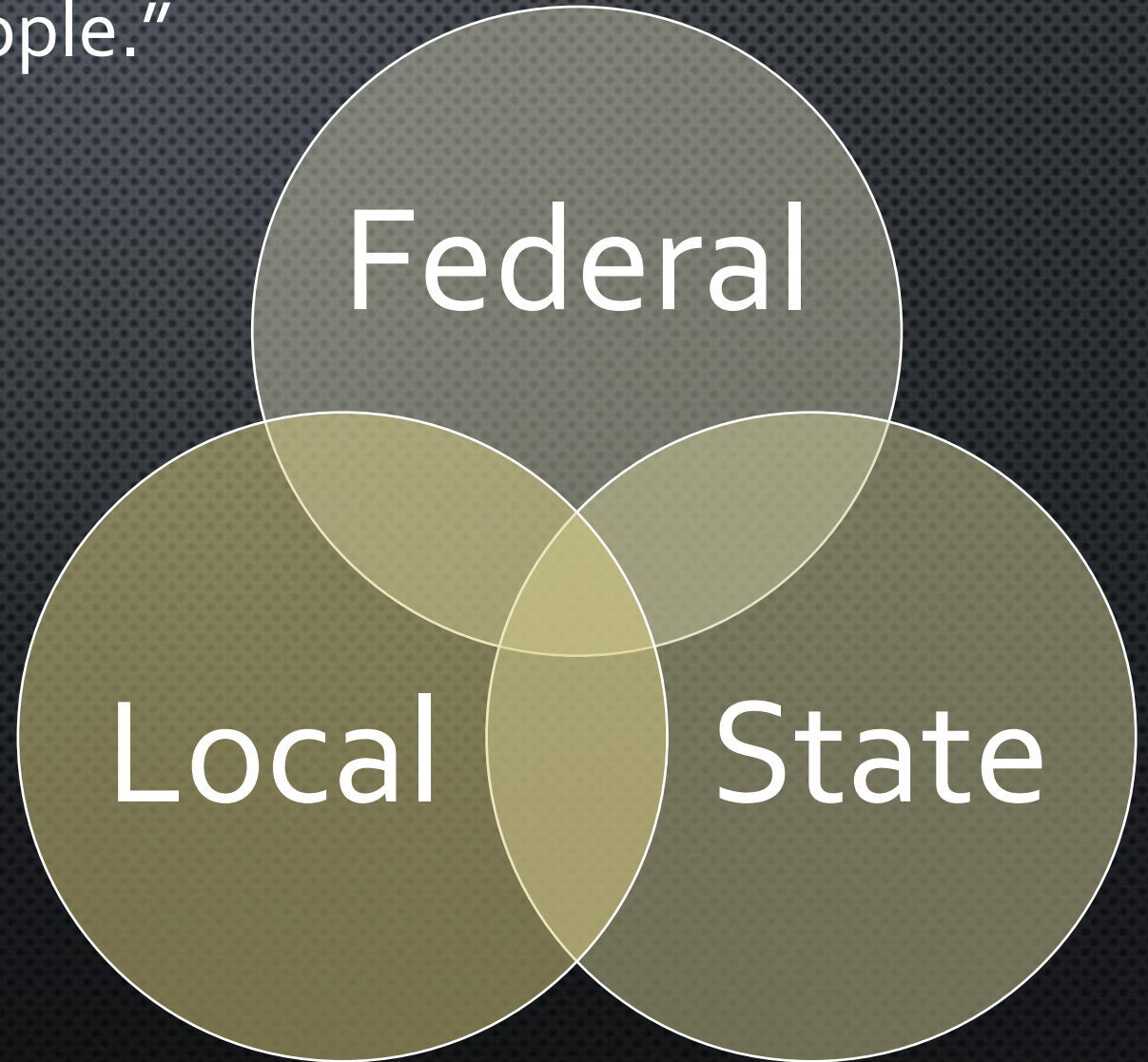
Capitalism



Current Context

- 30 Years of Reform
- Dwindling Faith in Public Schools
- Deprofessionalization of Teaching
- Business models application to Education

“The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”



Local

995,336 NY PS

10 or less
students –
Begne, WA

School Boards

Superintendent

Central Administration

Schools

Classrooms

Special Services

Operations

98, 817 Public
Schools

54,876,000
Students

13, 588 PS
Districts

6, 000,000
Students with
IEPs

4,700,00
English
Learners



TEACHER CREDENTIALING





LICENSE

GENERAL TEACHER LICENSE

Early
Childhood

K - 6

6 - 9

9 -12 Content
Areas

SPECIAL EDUCATION ENDORSEMENT

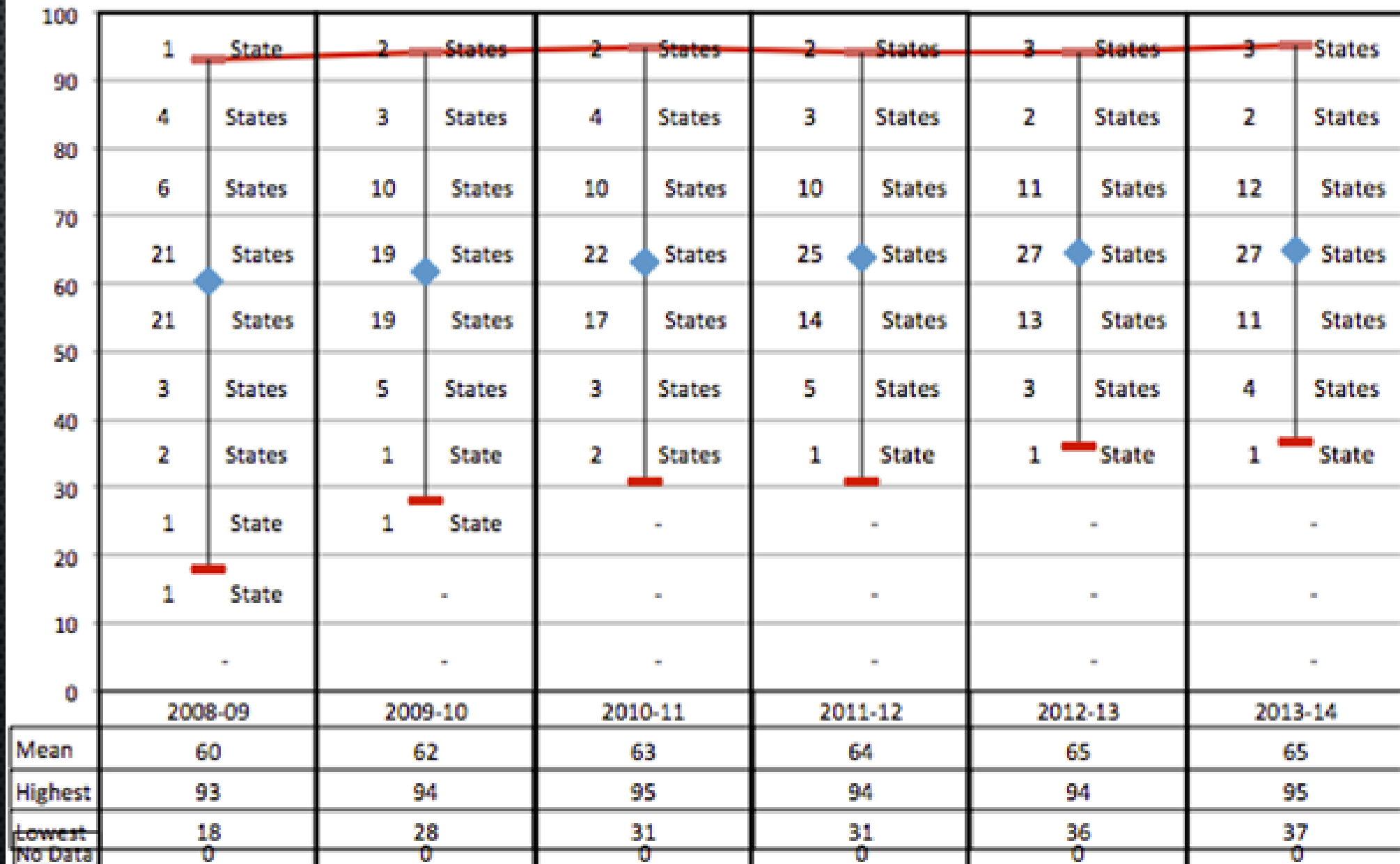
Early Childhood

High Incidence

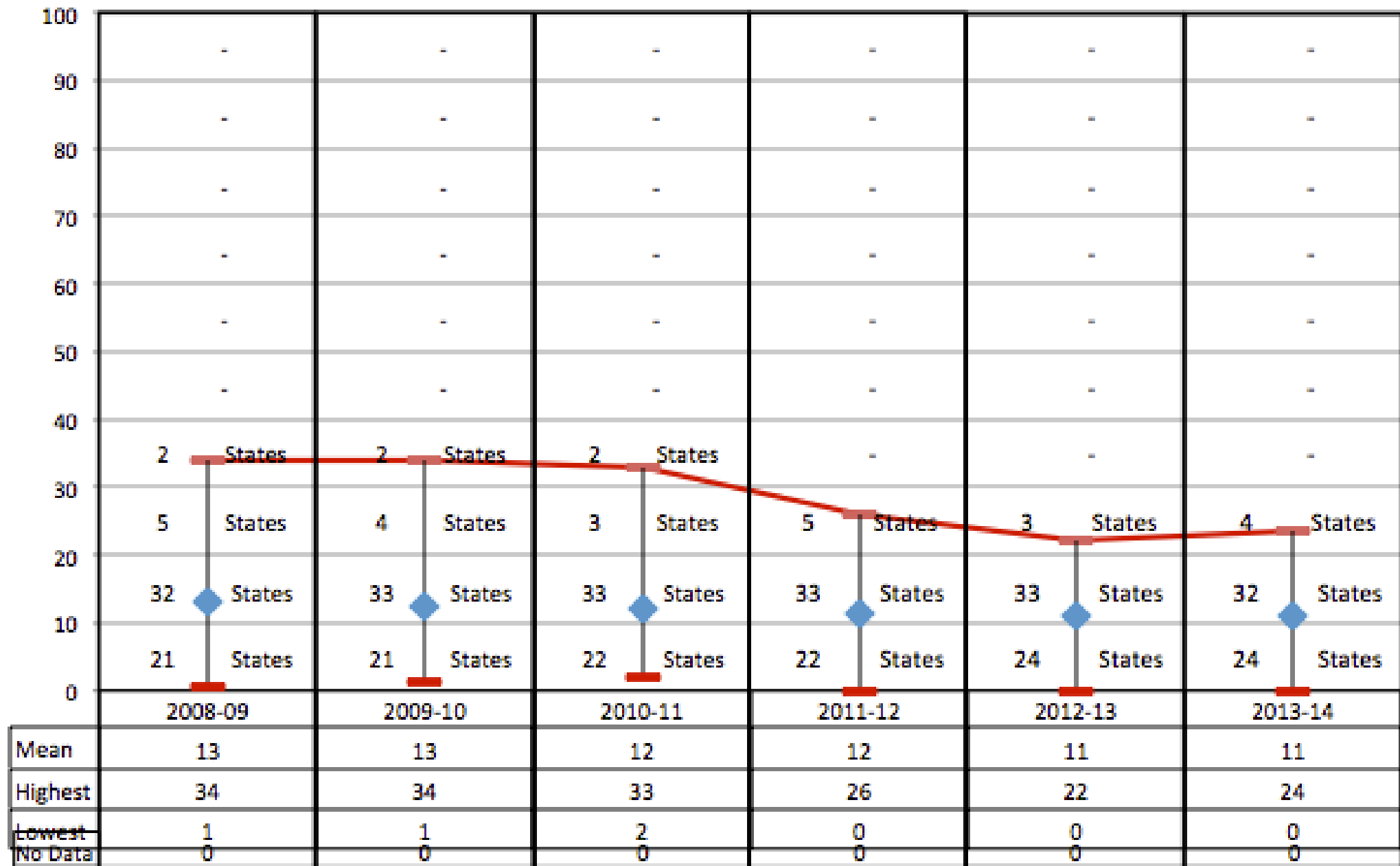
Low Incidence

Special
Educator

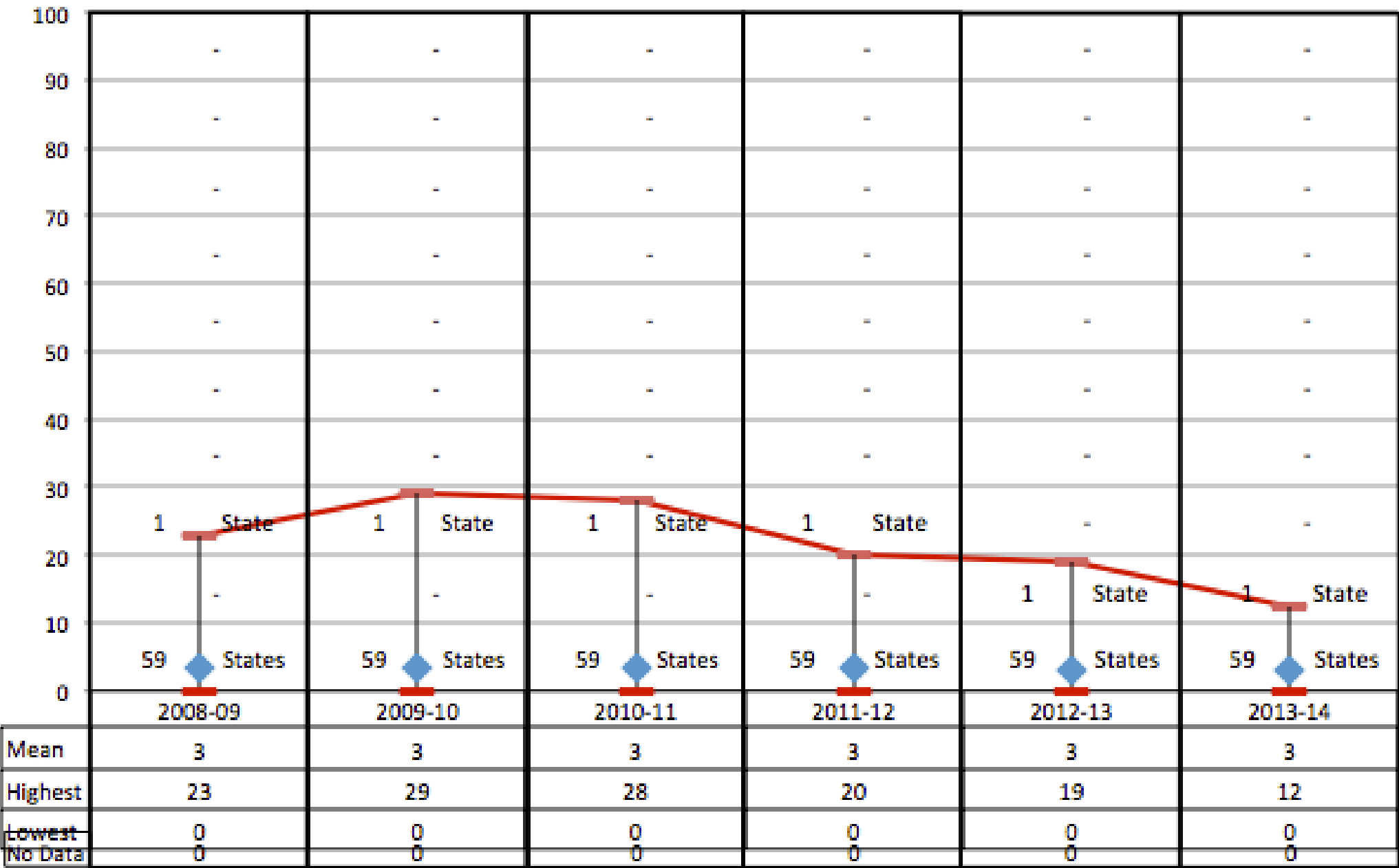
Trends - Six Years of Indicator B5A Data:



Trends - Six Years of Indicator B5B Data:



Trends - Six Years of Indicator B5C Data:



Not that long ago, many U.S. children were denied the right to a public education. The historical context of access, participation, and outcomes of public education has shaped the lens through which many educators and policy-makers see the need for inclusive education.

Today, educational stakeholders all across the country continue to fight for the right of all students to experience equitable access to and participation in high quality learning experiences.

Exclusion

Segregation

Integration

Inclusive Education

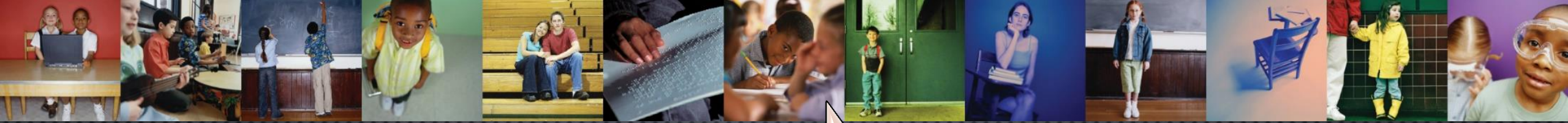
Professional Learning

Improving Opportunities to Learn for All Students

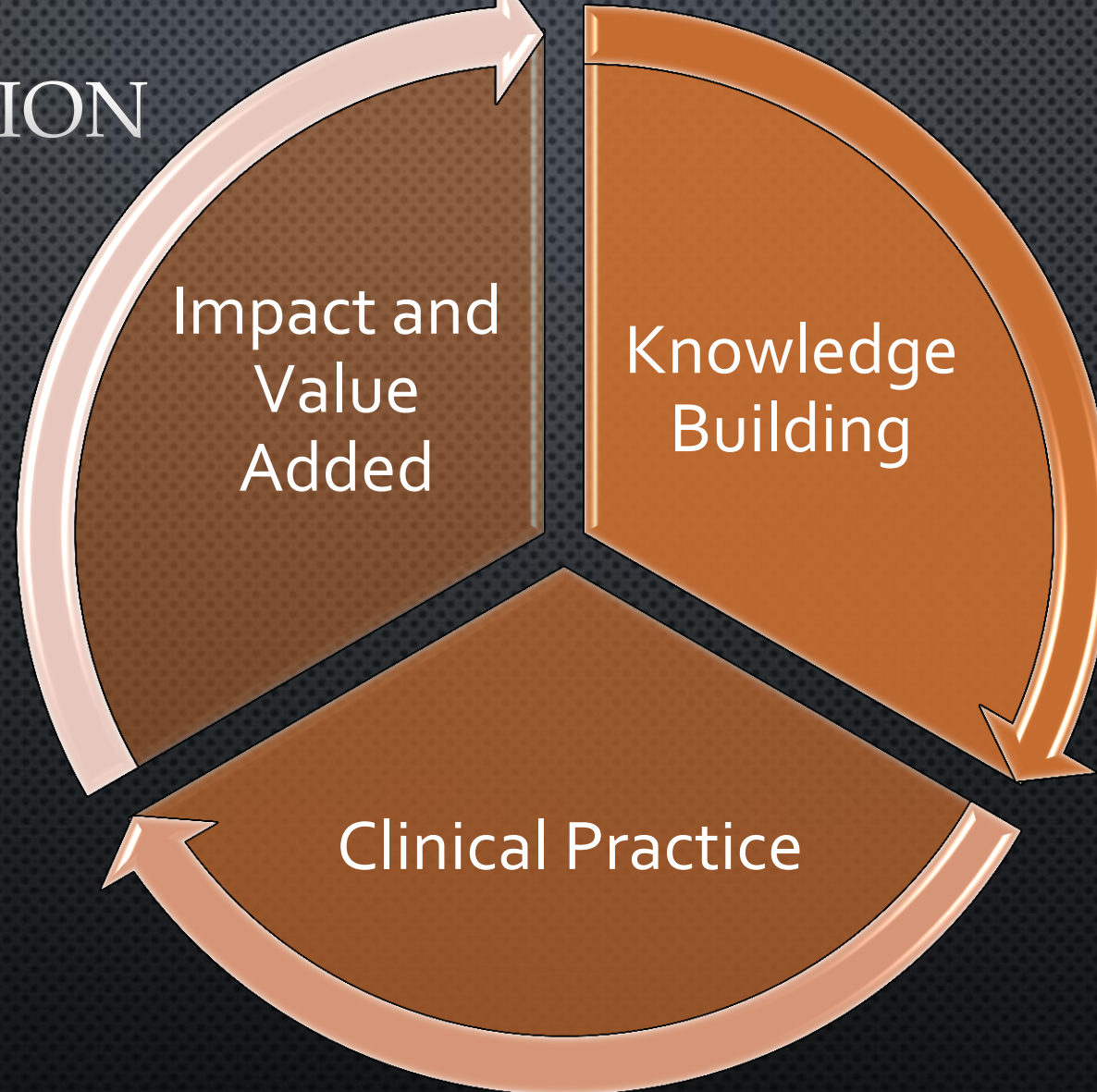
Professional learning for educational equity and inclusiveness attends to the long-standing disparities in **opportunities to learn** for students with diverse backgrounds and abilities, and across gender lines. Inequitable access, opportunities, and outcomes for traditionally excluded and marginalized groups are **deeply embedded in U.S. history**, and are certainly not problems of the past (Haycock, 2008).

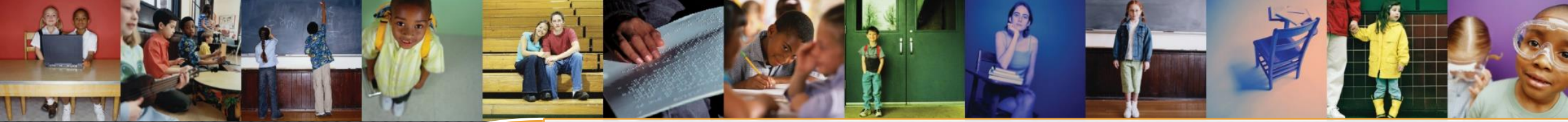
Understanding the Cultural Nature of Learning

Professional learning for educational equity requires that all involved in educational communities understand the cultural nature of learning. Those engaged in this type of professional learning **critique and transform normative assumptions** about race, class, gender, ability, religion, and national origin that define who is considered competent or different (Minow, 1990), and **focus on belonging, nurturing, and educating all students** (Artiles & Kozleski, 2007).



TEACHER EDUCATION





Equitable Resources Distribution

Governance & Leadership for Equity

Culture for Change and Improvement

Community Partnerships

Design and Use of Time

Ongoing Inquiry on Equity in Schooling

Professional Learning Schools



PRACTITIONERS

Group
Practice

Professional
Learning

Design & Use of
Time and
Space

Inquiry on
Equity

Family, School,
Community
Networks

Teaching Design & Practices

Leadership for Learning



MOVING TOWARDS

Instructionism

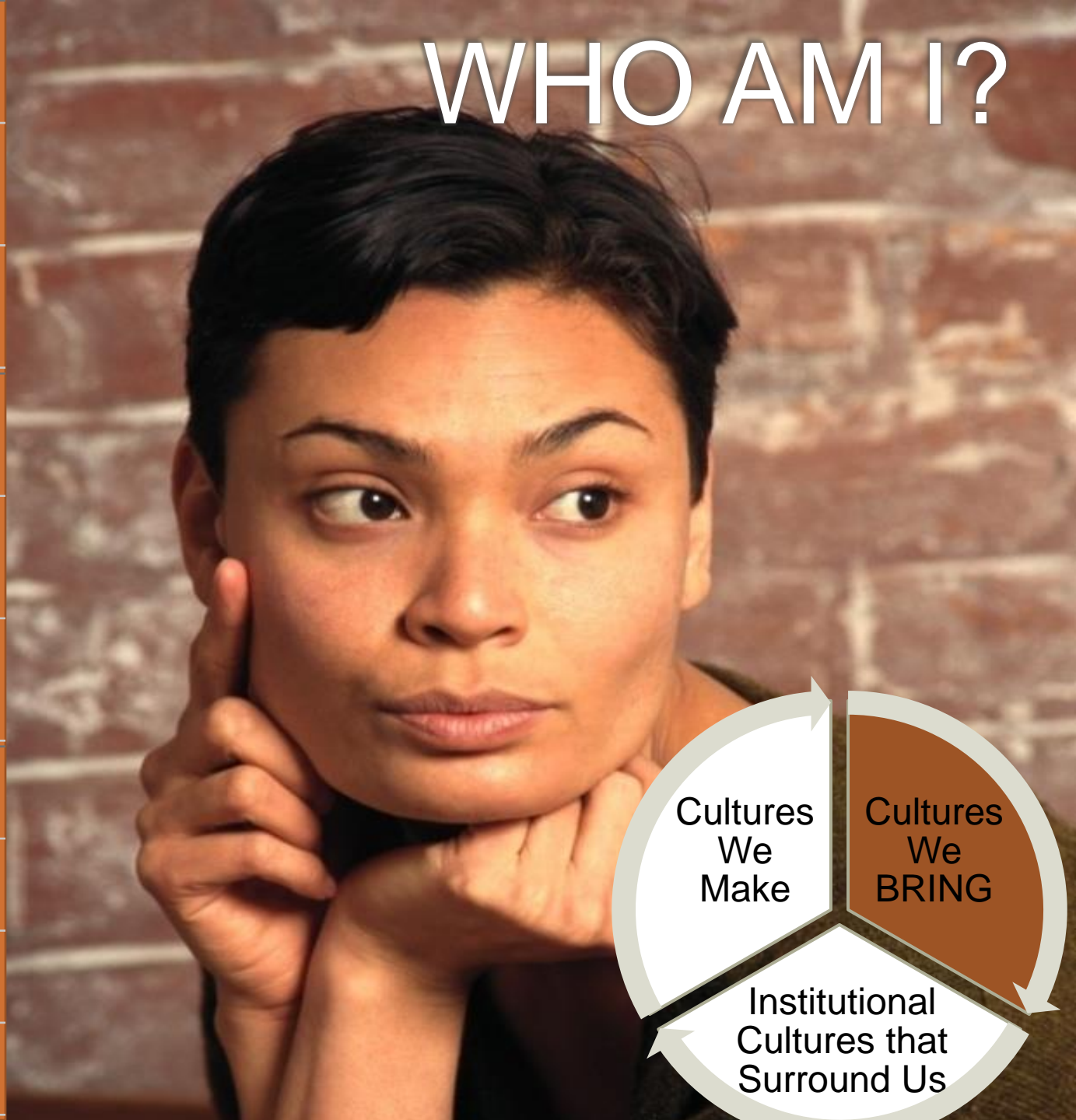
Design

In doing so, the methodology of transformative mediating structures becomes a set of inquiry cycles.

Increasingly more finely tuned supports by practitioners produce deeper and more sustained learning in their students.

| | |
|------------|--|
| History | Schooling Experiences and Expectations |
| | Learning Experiences and Expectations |
| | Familial and Community Experiences |
| Culture | Language |
| | Pragmatics |
| | Interaction Patterns |
| Psychology | Ability |
| | Dispositions |
| | Moral Reasoning |
| | Temperament |

WHO AM I?



History

Schooling Experiences and Expectations

Learning Experiences and Expectations

Familial and Community Experiences

Culture

Language

Pragmatics

Interaction Patterns

Psychology

Ability

Dispositions

Moral Reasoning

Temperament

Who are my students?





THE CURRICULUM

Semester 1

- Identity

2

- Culture

3

- Learning

4

- Assessment

3 days per
week
Classroom
Practice

Online
Courses (2
per semester)

Running
Applied
Project

Thesis
Seminar

Onsite
University
Supervisor



WHAT DO WE NEED?

Time working
with Schools

Methodologies
for Coaching

Teacher
Educators who
can demonstrate

Schools willing
to transform

High Quality on-
line learning

Inquiry Methods
that involve
practitioners

SYSTEMS



Unexamined everyday practices reify historical patterns of interaction in which some groups benefit because of the existing informal or unspoken rules of conduct that marginalize other perspectives and frames of reference.

The tension between technical solutions and a critical analysis of the power and privilege dynamics that maintain certain structures must be continuously present in our discussions.

Bureaucracies like schools, school districts and state educational agencies (SEAs) because of their underlying assumptions about the flow and control of people and information, prevent and obstruct critical inquiry.



CREATE THE INTELLECTUAL CAPITAL NEEDED TO DEVELOP SUCH SCHOOLS

- Conceptualize adhocracies in which the design and delivery of education is organized by
 - communities of practice
 - who bring deep knowledge of
- histories, needs, and aspirations of local communities as well as
- deep professional knowledge about learning, disciplined inquiry, and knowledge to design effective schools.

POLICY ISSUES



A country's historical commitment to inclusive education and its attendant historical legacies about *difference* shape a number of conditions that mediate the nature and qualities of inclusive education.

Inclusive education models are affected differently by economic opportunities, systems of stratification, policy climates, levels of investment in social policies, educational expectations for the citizenry, cultural forces, social movements, and so forth.

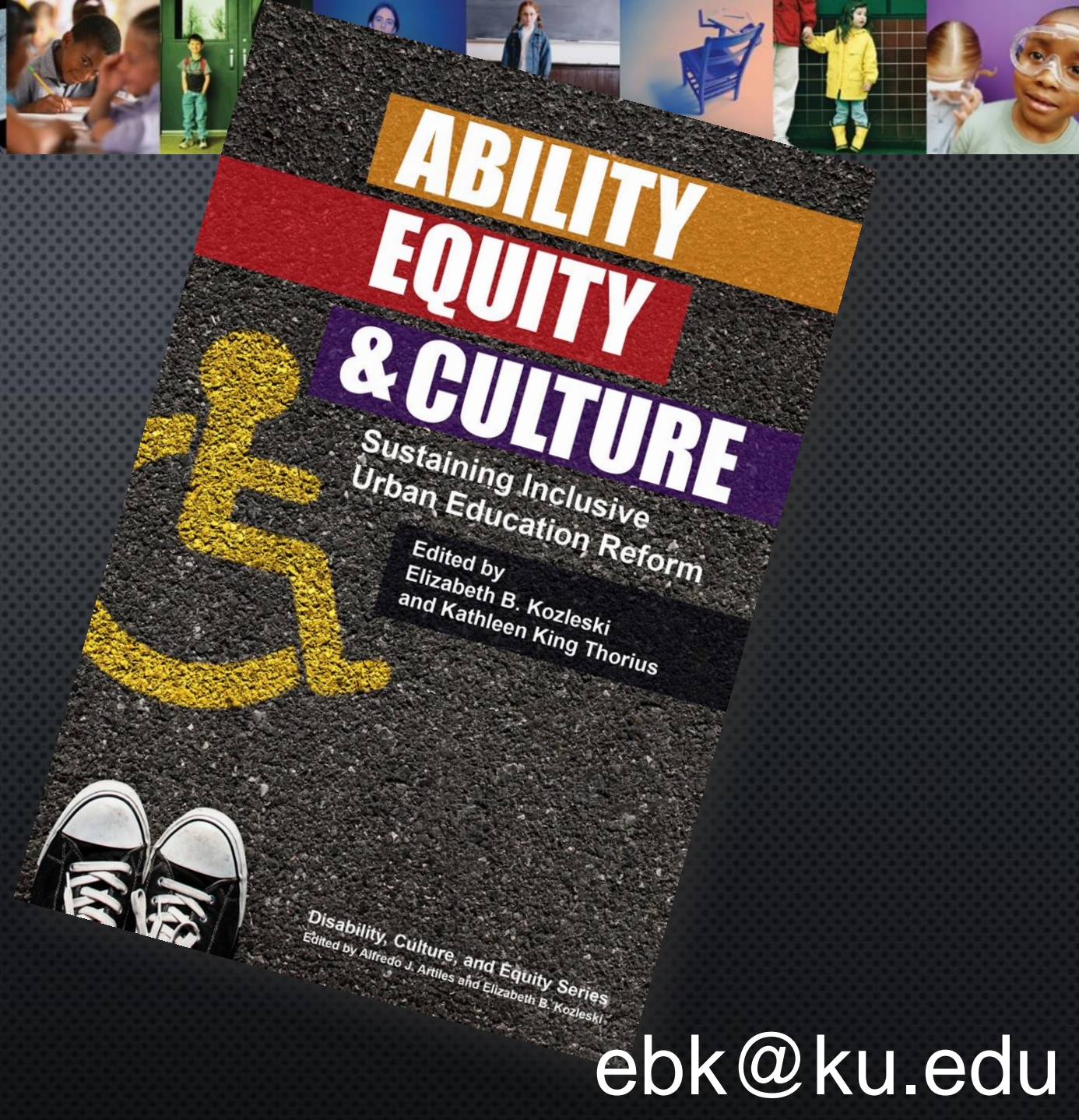
Globalization and the tensions observed in a given nation between cultural continuity and change also shape how equity is addressed in inclusive education.



Learn More:

[Researchgate.net](https://www.researchgate.net)

[Academia.edu](https://www.academia.edu)



ebk@ku.edu