


**Project SMILE:
The Standards Movement and the
Inclusion of Learners with
Exceptionalities**

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Goals of Project SMILE Pilot

- Impact teacher attitudes
 - Enhance teacher knowledge and skills
 - Enhance general-special educator collaboration
 - Ultimate goal—enhance student achievement
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Format of Professional Development Sequence

- Teachers participated in school-based teams including at least one special education teacher
 - Three six-hour Saturday sessions over a three-month period
 - Two lesson-revision team meetings
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Saturday Sessions



- Standards-based reform—the big idea *Regardless of who students are or where they came from, we believe that they can achieve at high levels; and those responsible for nurturing that achievement should have some accountability for it.*
- Video—Standards and Inclusion: Can we have both?—Lipsky and Gartner



Saturday Sessions

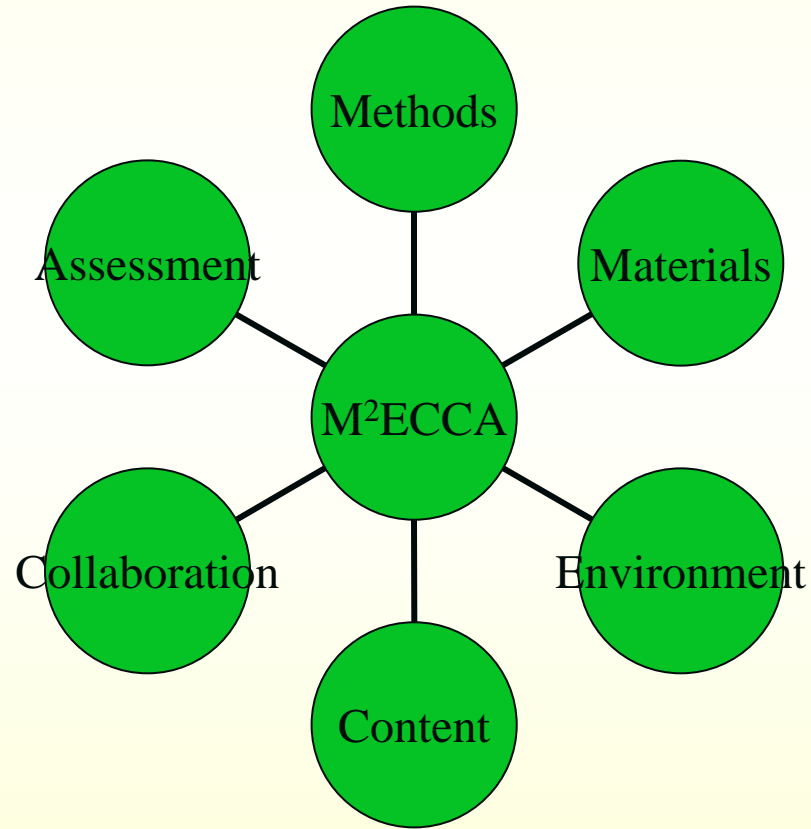
- Learning needs of students with disabilities
 - Characteristics and implications for learning
 - Discussions and simulations “QTLD”
 - M²ECCA framework for designing enabling instruction
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M²ECCA Framework

- Considers needs of diverse learners
 - Students with disabilities
 - Gifted students
 - Culturally diverse students
 - English Language Learners
 - Integrates ideas associated with:
 - Multicultural Education
 - Sheltered Instruction
 - Universal Design for Learning
 - Differentiated Instruction
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M²ECCA Framework



Work Group Meetings

- Before the meeting:
 - Select focus student(s)
 - Develop a lesson plan
 - Grounded in a content standard
 - Apply M²ECCA framework
- During the meeting:
 - Discuss student and lesson plan
 - Make suggested changes based on M²ECCA framework
- After the meeting:
 - Revise and implement lesson plan
 - Complete reflection form
- At the next seminar:
 - Share lessons and work samples



Modified Tuning Protocol



1. Presenter overview
 - Briefly review student and lesson
 - Discuss work samples
 - Identify lingering questions/concerns
 - Participants are silent
2. Clarifying questions
 - Participants ask clarifying questions
3. Participants jot down responses to presenter's questions/concerns
4. Participants share responses
 - Presenter is silent
5. Presenter reflects on participants' responses

Participants

- 44 teachers from nine elementary schools



Participant Demographics



- Gender
 - Female 95.5%
 - Male 4.5%
- Race/Ethnicity
 - African-American 86.4%
 - White 13.6%
- Highest Degree Earned
 - BA/BS 43.2%
 - MA/Med 54.5%
 - Doctorate 2.3%
- Teacher Type
 - General education 72.7%
 - Special education 27.3%
- Teaching Experience
 - Mean number of years 11.63



Methods



- Pretest
 - Battery of items related to standard based reform and inclusion
 - Concept maps
- Intervention—three Saturday seminars plus team meetings
- Posttest
 - Battery of items related to standard based reform and inclusion
 - Concept maps

Findings

- It is possible for a teacher to successfully implement both standards-based reform and the inclusion of students with disabilities in general education classes.

	Disagree	Agree	Mean
Pre	9.1	50.0	3.43
Post	4.5	81.8	4.02

Findings

- Standards-based reform will enhance educational outcomes for non-disabled students.

	Disagree	Agree	Mean
Pre	2.3	38.6	3.34
Post	2.3	72.7	4.02

Findings

- Standards-based reform will enhance educational outcomes for students with disabilities.

	Disagree	Agree	Mean
Pre	2.3	29.5	3.25
Post	2.3	79.6	3.98

Findings

	Agree	Mean
The M ² ECCA framework is useful in generating ideas about lesson adaptations.	97.7	4.32
Working in school-based teams on lesson adaptations improved my expertise in this area.	95.4	4.39



Concept Map Analysis



- Percentage of teachers including items in each category of M²ECCA framework
- Quantity rating—mean number of items included
- Variation rating—mean number of categories included

Findings

	Pre		Post	
	Percent	Rank	Percent	Rank
Methods	75.0	1	93.2	1
Materials	61.4	2	84.1	2
Environment	22.7	6	59.1	4
Content	36.4	3	61.4	3
Collaboration	27.3	4.5	54.5	5.5
Assessment	27.3	4.5	54.5	5.5

Findings

	Pre		Post	
	Mean	SD	Mean	SD
Variation	2.43	1.04	4.00	1.56
Quantity	5.64	3.24	9.56	5.50



Implications



- Greater teacher confidence in standards-based reform
 - In general
 - In inclusive classrooms
- Enriched teacher thinking about differentiating instruction in inclusive, standards-based classroom
 - M²ECCA framework
 - School-based teams
 - Teacher report of lesson impact