

Inclusion Opens Doors

HISTORICAL HIGHLIGHTS:

- Persistent advocacy from parents (and families) of persons with disabilities coupled with landmark court decisions instigated during civil rights movement and onward, allowed us to move from a very institutionalized and segregated society, to a more accommodating and understanding community.
- The Brown vs. Board of Education decision in 1954 helped us jumpstart with desegregation and begin the process of mainstreaming students with disabilities.
- The Education for All Handicapped Children Act of 1975 (EAHCA) was a catalyst towards functional exclusion and pushed us a little closer to inclusion.
- Rowley case of 1984, was a crucial link to enable access for children with disabilities to a free and appropriate education

*Our actions
make a difference*

References:

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PROFESSIONAL RESPONSIBILITIES

My commitment to you...

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My Responsibility to You

DO YOU KNOW?

- A good school supports ALL students well
- A good teacher is continuously learning, implements evidence-based practices, and collaborates within and without the school to meet the needs of diverse learners

I am drawn to education because I want to facilitate opportunities for students they otherwise may not realize. I want to open their minds to a limitless world that education affords. Education has been a key to numerous open doors that have transformed my life and I feel a personal obligation to be a catalyst for your child.

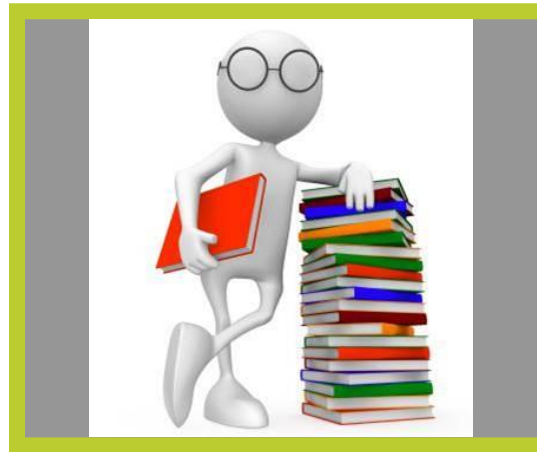
My goals are to:

- Be flexible when helping my students meet their academic requirements
- Develop independent learning skills
- Build academic and behavior management skills and confidence

My mission is to distinguish individuals and ensure each student knows that I see them and value their unique perspective.

Action Plan

- Utilize flexible lesson plans that incorporate differentiation and extensions to engage a spectrum of learners
- Set high, measurable and realistic standards with flexibility when assessing students' progress
- Work with a collaborative team to maximize the opportunities for success of your student



What You Can Do

I want to hear from you. Please stay in touch and share your dreams, goals, aspirations, and/or fears regarding your child's educational goals.

Strive to:

- Maintain records of your child's academic milestones, individualized education program (IEP), etc.
- Create a plan to reinforce academic skills at home
- Hold your teachers to their promise to make your child a priority
- Inform your teacher of the best method of communicating with you
- Ask questions until you get answers that satisfy you and your child's needs
- Familiarize yourself with the activities and projects your child completes in school
- Show your child that education makes a difference

We know we are close to valuing every member of our community when we

"view diversity as a norm"

(Ferguson, 1995 as cited in McLeskey et al., 2012, p. 36)

Guiding Principles

No Child Left Behind...

A common thread is the need for an attentive ear, thoughtful responses, and an empathetic demeanor. I hope to be available in this way for the students I have the privilege to work with by utilizing the principles of No Child Left Behind (McLeskey et al., 2012, p.42 – Figure 2.2)

- Accountability for results
- Expanded options for parents
- Strengthening teacher quality
- Teaching methods based on scientific research
- Flexibility and local control

Universal Design...

A commitment to "design curriculum in a way that make it more accessible to more learners (McLeskey et al., 2012, p. 419)"

- Provide multiple means of representing information
- Allow multiple means of expressing learning
- Utilize multiple means of engaging all learners