Overview

Leading Inclusive Schools covers a variety of topics that directly affect students who have been assessed and determined to need additional support or services to ensure their academic success and well-being. The course prepares candidates to understand and comply with applicable laws, rights, policies, and regulations as appropriate to address matters of equity, fairness, and student marginalization based on culture and language, disability, or giftedness. These include types of special education classifications and their significance, working with English learners (ELs), working with gifted and talented students, and using Multi-Tiered System of Supports (MTSS) frameworks to ensure optimum learning environments for diverse learners. This course will guide candidates in building a strong repertoire of skills and knowledge related to exceptional students. It will help them ensure that each student has equitable access to effective teachers; learning opportunities; academic, social, and behavioral support; and other resources necessary for success. This course is designed to be taken after successful completion of the School Law course.

Competencies

Readiness

This competency exists to assess the readiness of students.

Additional School Services

The graduate implements appropriate curriculum and instruction that enables students with exceptionalities to achieve success academically and achieve their potential.

Meeting the Unique Needs of English Learners

The graduate analyzes how EL processes adhere to federal and state laws to enable students who are learning English to receive appropriate instruction, accommodations, and services to succeed academically.

Individuals with Disabilities Education Act (IDEA)

The graduate explains how special education processes adhere to federal laws to enable students with disabilities to receive appropriate services and supports to succeed academically in the least restrictive environment (LRE).
The graduate describes how instructional strategies and a Multi-Tiered System of Supports (MTSS) framework help ensure that instruction and interventions align to the individual learning needs of students in a variety of placements.

Learning

Getting Started
Welcome to Leading Inclusive Schools! Schools reflect the increasing cultural and linguistic diversity of the country. Students have a variety of learning needs that influence how they respond to instruction in the classroom environment. Readings and resources in this course will provide you with the tools and strategies that you need to create a school climate and a supportive school community that welcome that diversity and support your teachers in meeting the varied needs of students with exceptionalities. You will access the course materials through the Smart Author platform in which you will find readings, videos, and interactive learning checks and quizzes that challenge you to apply what you have learned. These will ensure that you have the knowledge and skills necessary to support differentiated instruction and to meet individual learning needs. Competency will be assessed by a performance assessment with four authentic learning tasks that will prepare you for your role as a school leader in an inclusive school.

Failed to retrieve assessments

COURSE INSTRUCTOR

Student Services

(877) 435-7948
studentservices@wgu.edu
Course Instructor Responsibility

How to Work with Course Instructors