

INCLUSIVE EDUCATION FOR EQUITY

PROFESSIONAL LEARNING FOR EQUITY MODULE



Academy 1: Understanding Inclusive Education

Version 1

Equity Matters: In learning, for life.

The *Equity Alliance at ASU* is home to several grant-funded projects, and is a center for research, technical assistance, and professional learning for the purpose of providing support to school systems as they develop, adopt, and implement reform efforts aimed at ensuring equity in opportunity and outcomes for all students.

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In Memoriam

Asa Hilliard, *Georgia State University*





Equity Module: Inclusive Education for Equity


Academy 1: Understanding Inclusive Education


Equity Alliance at ASU Professional Learning Principles


Understanding the need to explore personal and professional identities as well as the necessity of responding to the strengths and needs that students from all cultural backgrounds bring to classrooms, the *Equity Alliance at ASU* follows a set of principles to professional learning for equity. These principles were developed by the National Center for Culturally Responsive Educational Systems (NCCRESt) (Kozleski, 2005, p. 7), one of the many projects that are part of the *Equity Alliance at ASU*. These principles were influenced by research from the Center for Research on Education, Diversity, and Excellence (CREDE), the research of McLaughlin and Talbert (2006) with teacher learning communities around the nation, and the work of the National Staff Development Council. Professional Learning:


- 

1 focuses on improving learning within a diverse, multicultural community. The outcomes, content, and activities of any professional learning activity must be grounded in the multicultural context that characterizes most contemporary urban communities.
- 

2 engages educators in joint, productive activity through discourse, inquiry, and public professional practice. Effective professional learning is reached by continuous, collaborative interaction with colleagues through discussion, knowledge development and understanding, and directed inquiry around professional practice.
- 

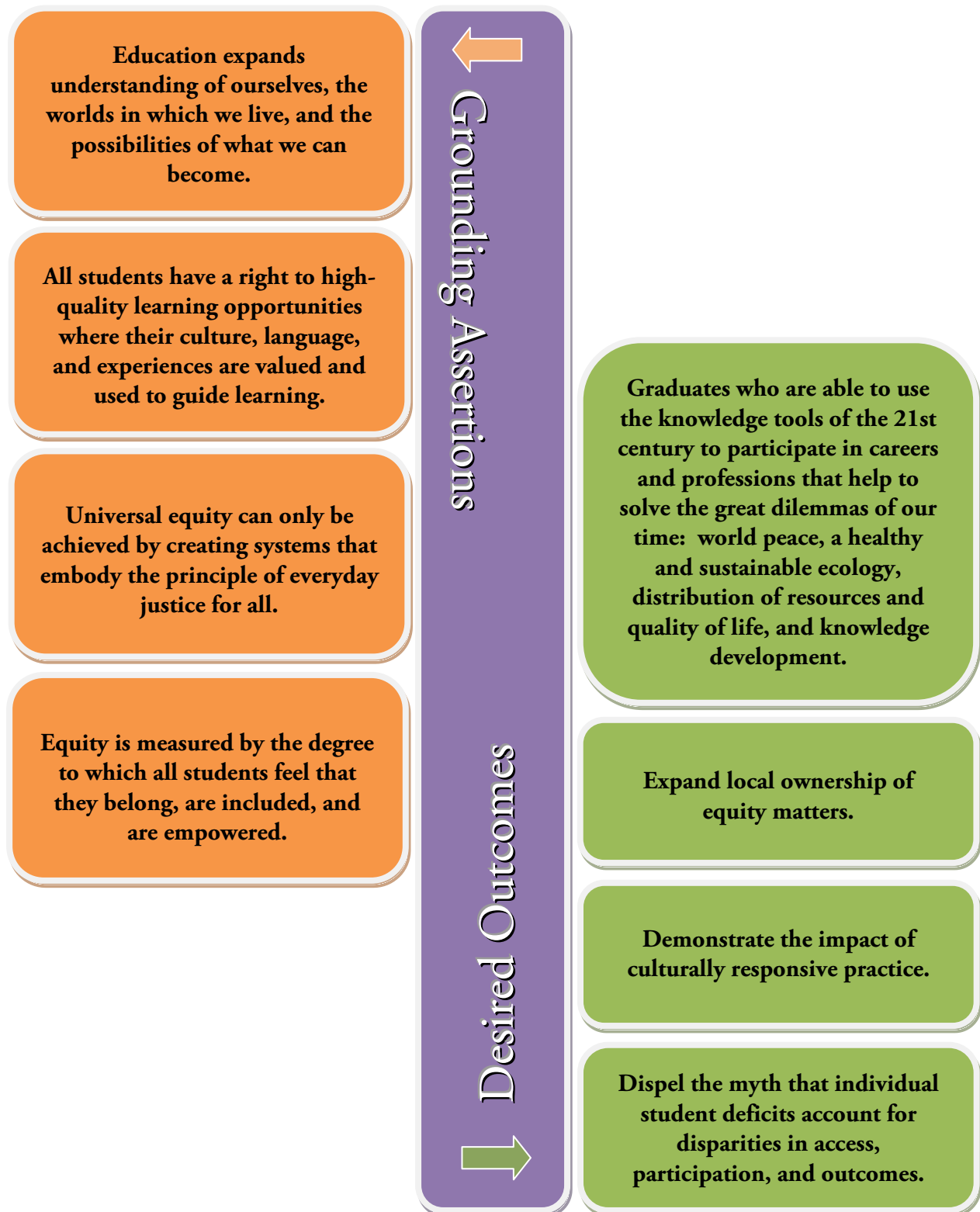
3 embeds development within practice, is part of daily discourse and shared discussions about student learning and student product, as well as more formalized mentoring and coaching, meetings, study groups, and examination of evidence from inquiry cycles, and is differentiated by individuals' development.
- 

4 results in improved learning for students who have been marginalized from the academic and social curricula of the U. S. public school system. Professional learning provides opportunities for teachers to explore and understand the influence of individual cultural identity and values on individual and systems practices, as well as expand their professional knowledge of the sociocultural dimensions of learning, and its impact assessed through student involvement and performance in academic and social curricula.
- 

5 influences decisions about what is taught and why. Since professional learning is generative, educators' knowledge will expand and become more complex as it develops. It is expected that professional learning will result in the use of a cultural perspective in the examination and improvements to the content and process of instruction for all learners.
- 

6 generates the diffusion of professional knowledge to build sustainable educational communities focused on improving learning outcomes for all students and their families, particularly those students who are members of cultural and linguistic minority groups. As educators gain knowledge, they also have the responsibility for sharing and mentoring others both in the practice of professional learning and in the expanded knowledge that comes from such activity.

Professional Learning for Equity: Assertions & Outcomes





What are Professional Learning for Equity Modules?

A strategy through which the *Equity Alliance at ASU* supports educational stakeholders in building their own capacity to build equitable educational systems is through the **Professional Learning for Equity Module** approach to professional learning. In collaboration with schools and local universities, the *Equity Alliance at ASU* creates these modules for pre-service and in-service educators of all roles and levels of experience. The approach includes careful consideration of the content for professional learning, application of adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional learning builds on converged needs, creates a sense of common purpose, and extends the creativity and skill of practitioners.

Participants are generally teams of educational professionals from schools and districts, selected to advance knowledge and practice related to culturally responsive systems and practices. Academies are organized into modules that share an overarching theme and are designed to (1) engage adult learners in advancing their knowledge and skills about culturally responsive practices within organizations; (2) build communities of practice in which inquiry and public discourse are cornerstones of continuous improvement in culturally responsive systems; and (3) embody approaches to learning that affirm the sociocultural histories and experiences that all members of the academies bring to shared learning. Finally, the Professional Learning Modules for Equity create forums for open discussion to help school and community members think more broadly and systemically about culturally responsive schools and classrooms.




The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another and create a practice community that can support innovation. The academies should be offered in sequence, spaced four weeks apart so that some application can occur between sessions, and that there is a plan for coaching on-site between academies.

Equity Academy Abstract:

This academy traces a path towards inclusive education in the United States. You will learn about, reflect upon, and discuss information about progress and setbacks made towards achieving educational systems that are truly inclusive, along with conditions of exclusion or segregation that remain largely unchanged, and some explanations. You will have the opportunity to apply what they have learned in the assessment of their own districts’ progress, and development of goals for the future. Additionally, through the exploration of data on educational access, participation, and outcomes, you will develop their understanding of a rationale for the creation and strengthening of inclusive educational systems that is grounded in equity concerns for all students.

Equity Academy Outcomes:

As a result of the activities and information shared at this Equity Academy, you will:

-  learn the history of the movement towards inclusive educational systems in the United States;
-  apply what is learned to assessing districts’ practices, and developing future goals; and
-  discover why inclusive education is an **equity imperative**.


Equity Academy Agenda:

Time	Event
15 min.	Introduction & Greeting
35 min.	Activity 1: Why Inclusive Education?
20 min.	Lecturette 1: It’s a Matter of Equity
25 min.	Activity 2: Pathways to Inclusive Education
10 min.	<i>Break</i>
20 min.	Lecturette 2: Historical & Legal Foundations
25 min.	Activity 3: Appreciative Inquiry
30 min.	<i>Leave-taking & Feedback</i>

Academy Overview




Slide 1 Notes




EQUITY ALLIANCE
AT ASU

Inclusive Education for Equity

*Professional Learning
Module 1*




Slide 2 Notes



EQUITY ALLIANCE
AT ASU

Equity Academy 1: Understanding Inclusive Education





Slide 3 Notes

Introductions



Facilitators

Sponsors



The Equity Alliance at ASU

www.equityallianceatasu.org



Slide 4 Notes

Introductions



Participants

Roles

Take Away








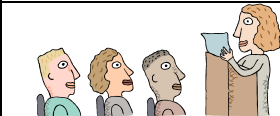
Slide 5 Notes

Equity Academy Outcomes



Participants will:

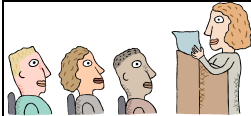
-  Learn the history of the movement towards inclusive educational systems in the United States.
-  Apply what is learned to assessing districts' practices, and developing future goals.
-  Discover why inclusive education is an equity imperative.



Slide 6 Notes



This slide was left blank so that your facilitator(s) are able to add any content relevant to their purpose or mission in leading this academy.

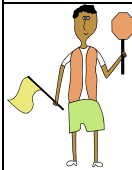


Slide 7 Notes

Equity Academy 1 Agenda



Time	Event
15 min.	Introduction & Greeting
35 min.	Activity 1: Why Inclusive Education?
20 min.	Lecturette 1: It's a Matter of Equity
25 min.	Activity 2: Pathways to Inclusive Education
10 min.	Break
20 min.	Lecturette 2: Historical & Legal Foundations
25 min.	Activity 3: Appreciative Inquiry
30 min.	Leave-taking & Feedback



Activity 1 (Slides 8-10)
***Handouts for this activity are provided on the next page.**

Activity 1: Why Inclusive Education?



- Brainstorm: Features of inclusive education
 - Handouts
 - Chart paper
- Break into two groups
 - Vignette A & B
- Listen to vignettes
- Share thoughts as a group

**Academy 1
Activity 1: Why Inclusive Education?**

Vignette A: An Administrator's Dilemma
 Pupil Services Director, Dr. Smith scratched his head and sighed. With state budget cuts and the need to meet positions, he was at a loss for how to keep the core special education, in light of the district's decision to cut all core teachers and classrooms the following school year. In the district's twenty schools, over 12% of students are identified as requiring special education services. About half of those students spend over 40% of their school day outside the general education classroom. Dr. Smith couldn't imagine what would happen if the seven special education teachers (five resource and two self-contained), who would be affected, lost their positions. What would happen to the students who left the general education setting and went to their classrooms? What would the general education teachers do to meet those students' needs? Even though many teachers had taken at least one course in special education in their preparation, Dr. Smith worried that they would feel underprepared and uncertain about the increasing challenges they now associate with having more students with disabilities in their classrooms.

Vignette B: Newspaper Article: Middlesex Schools to Eliminate Bilingual Education
 A spokesperson for the Middlesex Public Schools announced today that the district will begin to move children now in bilingual education classes into the English-only instruction classes, starting next fall, and integrate all of this within general education classrooms. The schools will save resources by eliminating bilingual education classes and the need for bilingual teachers, and redirect those resources into retaining teachers in all classrooms. Every teacher qualified by their students learning English through a model called Immersion. English Immersion.

Questions to consider:
 Who benefits from the way that things are?
 Is everyone included?
 What supports are present?
 Is this the way that we want things to be?



Activity 1: Why Inclusive Education?

Outcome: The group warms up for learning about inclusive educational systems by sharing and applying background knowledge.



In whole group, participants discuss and facilitator records on chart paper, features of inclusive educational systems. Then, the whole group reads/listens to two vignettes about districts. Then, in small groups divided two ways (Vignette A or B), these groups discuss the following questions:

- Who benefits from the way that things currently are?
 - How do teachers benefit?
 - Students?
 - Administrators?
 - Families?
- What are some of the benefits to the proposed change? Concerns?

Finally, the whole group re-convenes and the facilitator asks about Vignette A and then Vignette B. Everyone is welcome to share their responses to the guiding questions.

Academy 1
Activity 1: Why Inclusive Education?

Vignette A: An Administrator's Dilemma

The Pupil Services Director, Dr. Smith scratched her head and sighed. With the district's decision to end student placements outside of the general education classrooms and schools, and move to a model of inclusive education, she wasn't sure about how this would play out in the district's twenty schools, where over 13% of students are identified as requiring special education services. About half of the special education students spend over 40% of their school day outside the general education classroom. Dr. Smith couldn't imagine what would happen if the seven special education teachers (five resource and two self-contained) who would be affected, lost their positions. What would happen to the students who as they entered the general education classroom setting all day? What would the general education teachers do to meet those students' needs? Even though many teachers had taken at least one course in special education in their preparation, Dr. Smith worried that they would feel underprepared and anxious about the increasing challenges they may associate with having more students with disabilities in their classrooms.


Vignette B: Newspaper Article

Middletown Schools to Eliminate Bilingual Education

A spokesperson for the Middletown Public Schools announced today that the district will begin to move children now in bilingual education classes into the English-only instruction classes, starting next fall, and incorporate all of this within general education classrooms. The schools will save resources by eliminating bilingual education classes and the need for bilingual teachers, and redirect those resources into retraining teachers so all classrooms have teachers qualified to teach students learning English through a model called Structured English Immersion.

Questions to consider:

- Who benefits from the way that things are?
- Is everyone included?
- What supports are present?
- Is this the way that we want things to be?



Vignette A

Pupil Services Director, Dr. Smith scratched her head and sighed. With state budget cuts and the need to cut positions, she was at a loss for how to keep the new special educators, in light of the district's decision to cut all new teachers and counselors the following school year. In the district's twenty schools, over 13% of students are identified as requiring special education services. About half of these students spend over 40% of their school day outside the general education classroom.

Dr. Smith couldn't imagine what would happen if the seven special education teachers (five resource and two self-contained) who would be affected, lost their positions. What would happen to the students who left the general education setting and went to their classrooms? What would the general education teachers do to meet those students' needs? Even though many teachers had taken at least one course in special education in their preparation, Dr. Smith worried that they would feel underprepared and anxious about the increasing challenges they may associate with having more students with disabilities in their classrooms.

Reflections

Vignette B

Middletown Schools to Eliminate Bilingual Education

A spokesperson for the Middletown Public Schools announced today that the district will begin to move children now in bilingual education classes into the English-only instruction classes, starting next fall, and incorporate all of this within general education classrooms. The schools will save resources by eliminating bilingual education classes and the need for bilingual teachers, and redirect those resources into retraining teachers so all classrooms have teachers qualified to teach students learning English through a model called Structured English Immersion.

Questions to consider:

- *Who benefits from the way that things are?*
- *Is everyone included?*
- *What supports are present?*
- *Is this the way that we want things to be?*

Reflections





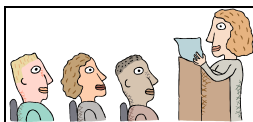
Lecturette 1: Development of Inclusive Educational Systems: Social, Historical, and Political Foundations

Inclusive Educational Systems, in policy and practice, reject the exclusion and segregation of students, for ANY reason: gender, language, household income, sexual orientation, race, ethnicity, national origin, ability, or any special needs.

Simultaneously, because of an active commitment to equity for all students, inclusive educational systems maximize the participation of all learners, by making learning opportunities relevant and high-quality. This is only achieved through the systemic exploration and change of policy and practice so that schools can meet the diverse learning of all students, and so that student differences, rather than being considered as problematic compared to narrow views of who represents a “typical” learner, are celebrated for their contribution to everyone’s learning in community with each other.

As **outcomes** of participating in Lecturette 1, you will learn about:

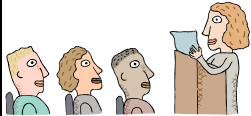
-  historical movements toward inclusive education; and
-  the definition and standards of inclusive educational systems.



Slide 11 Notes

Lecturette 1





Slide 12 Notes

Lecturette Outcome



Participants will learn:

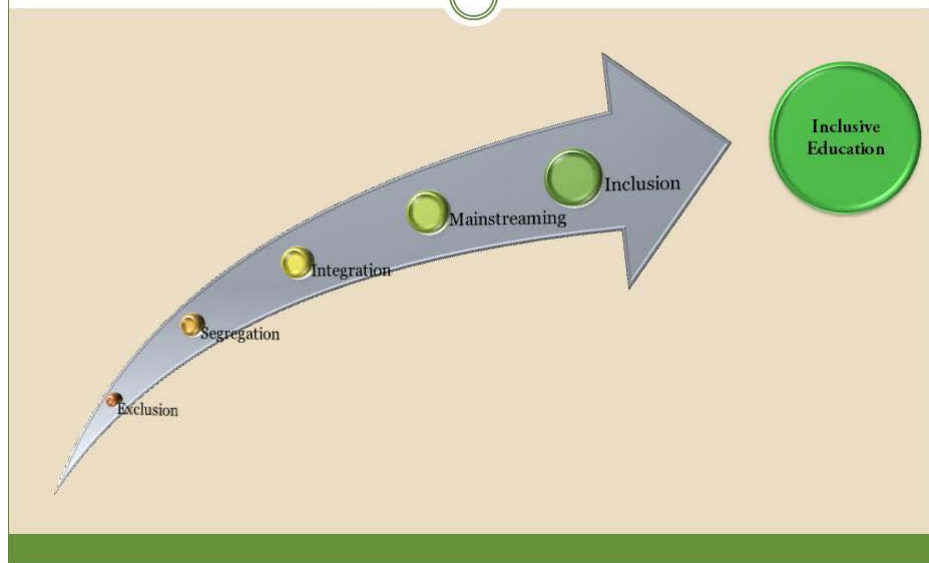


- historical movements toward inclusive education;
- definition and standards of inclusive educational systems.



Slide 13 Notes

Historical Pathway to Inclusive Educational Systems





Slide 14 Notes

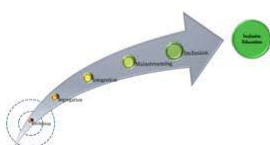
THE FEEBLE-MINDED

OR THE HUB TO OUR WHEEL OF VICE, CRIME AND PAUPERISM



Cincinnati's Problem

1915



Exclusion



1949



1911



Slide 15 Notes



Institutions for Feeble-Minded, 1950s

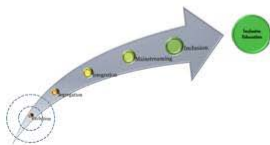


1963

Exclusion



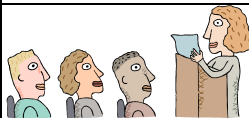
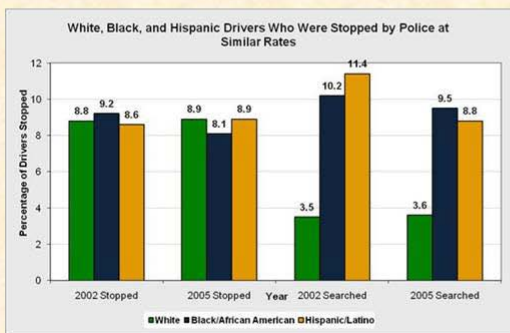
1974





Slide 16 Notes

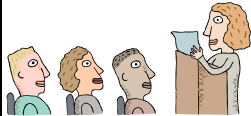
Exclusion: Today



Slide 17 Notes

Segregation





Slide 18 Notes

A father tries to enroll his children in a local school

- ...only to be met by new boundary lines drawn around Mexican neighborhoods
- ...ensuring *de facto* segregation.

Segregation



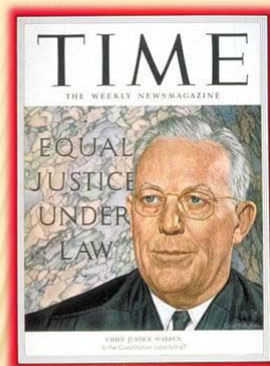
Segregated English class in Tempe, Arizona for Latino students, 1923

**“WE ALWAYS TELL OUR CHILDREN THEY ARE AMERICANS.”—FELICITAS MENDEZ
MENDEZ VS. WESTMINSTER (1945)**



Slide 19 Notes

Segregation

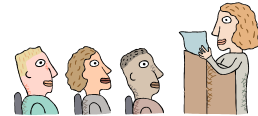


- ✦ CA Governor Earl Warren signs repeals of all segregation laws in the California statutes
- ✦ Later becomes Chief Justice and presided over the landmark school desegregation case, 1954's Brown vs. Board of Education



**THE PARAMOUNT REQUISITE IN THE AMERICAN SYSTEM OF
PUBLIC EDUCATION IS SOCIAL EQUALITY.**

— JUDGE PAUL J. MCCORMICK, *MÉNDEZ V. WESTMINSTER*, 1945



Slide 20 Notes

Segregation

- ✘ Ms. Alberta Guy
 - + Supervisor of Negro Schools (1950-1963)
 - + Louisa County, Virginia
- ✘ Fought for Equity
 - + Same educational facilities



Broken school bus for Negro Schools, Louisa County, 1935



"I'LL ALWAYS REMEMBER THE WHITE STUDENTS HAD THOSE BEAUTIFUL TILED FLOORS. I'D HELP CLEAN AND SHINE THOSE FLOORS AND THINK ABOUT THE OLD MOTOR OIL THEY POURED ON OUR WOODEN ONES. I GUESS THEY DID THAT TO KEEP THE DUST DOWN."

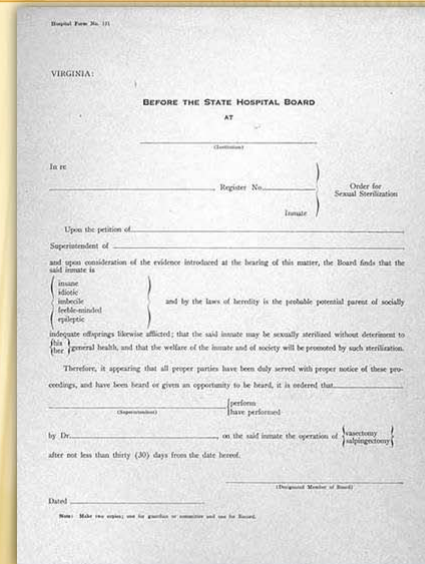
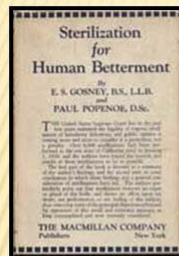
—RELATED BY A LOUISA TRAINING SCHOOL GRADUATE IN A 2007 INTERVIEW.

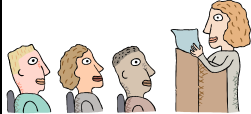


Slide 21 Notes

Segregation

- ✘ Eugenics
- ✘ Sterilization of those deemed not a "good American"
 - + Included anyone "non-White", Eastern European, physically/mentally disabled, felons
- ✘ Some states had sterilization laws until the 1970s and 1980s





Slide 22 Notes

Segregation



- ✘ Students segregated to 'boarding schools' because of disabilities
- ✘ Chicago: A landmark case of 1990s
 - + Corey H. vs. Board of Ed
 - + Determined to send more special needs students back into neighborhood schools and general education classrooms



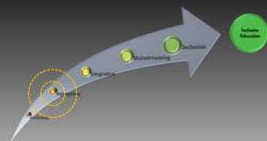
Slide 23 Notes

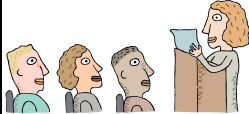


Segregation: 2010



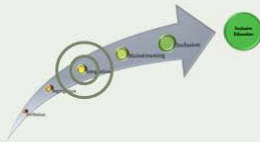
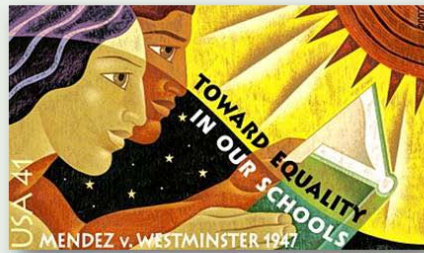
What's the difference between **ENGLISH ONLY** and **WHITES ONLY**?





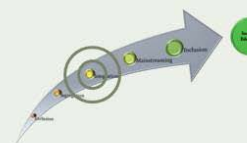
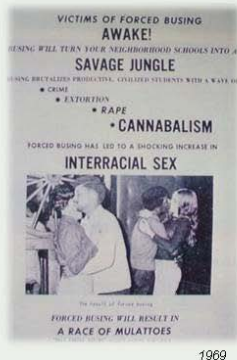
Slide 24 Notes

Integration



Slide 25 Notes

Integration



BUSING IN BOSTON

Schools deemed unconstitutionally segregated

Requirement of schools with 50% + White students must be balanced by race

Example:
South Boston High (mostly White) & Roxbury High (mostly Black)





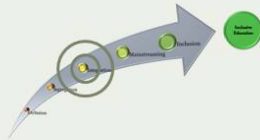
Slide 26 Notes

Integration

Four Purposes of PL 94-142

- "to assure that *all children with disabilities* have available to them... a free appropriate public education which emphasizes special education and related services designed to meet their unique needs"
- "to assure that the *rights of children* with disabilities and their parents... are protected"
- "to assist States and localities to *provide for the education of all children* with disabilities"
- "to assess and assure the *effectiveness of efforts* to educate all children with disabilities".

-Education for All Handicapped Children's Act of 1975



PUBLIC LAW 94-142

"FREE, APPROPRIATE PUBLIC EDUCATION TO EACH CHILD WITH A DISABILITY IN EVERY STATE AND LOCALITY ACROSS THE COUNTRY."



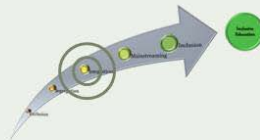
Slide 27 Notes

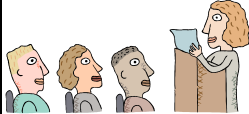
Integration

- Have we moved beyond these past events' effects?
 - Example: Boston busing
 - in decline
 - "White Flight"
- 2001: South Boston High → 3 separate schools
- Tracking? (Jeannie Oakes)



EXCEL ACADEMY CHARTER SCHOOL
 MONUMENT HIGH SCHOOL SOUTH BOSTON
ODYSSEY HS



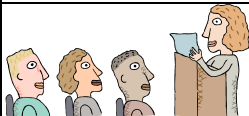


Slide 28 Notes

Mainstreaming



- ▶ 1990s IDEA
- ▶ Students with disabilities moved out of segregated classrooms
 - At least part of the day
 - Usually during electives
- ▶ Became seen as social aspect not academic

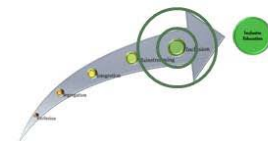
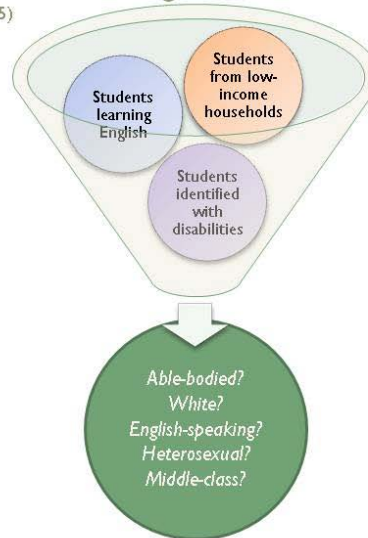


Slide 29 Notes

Inclusion

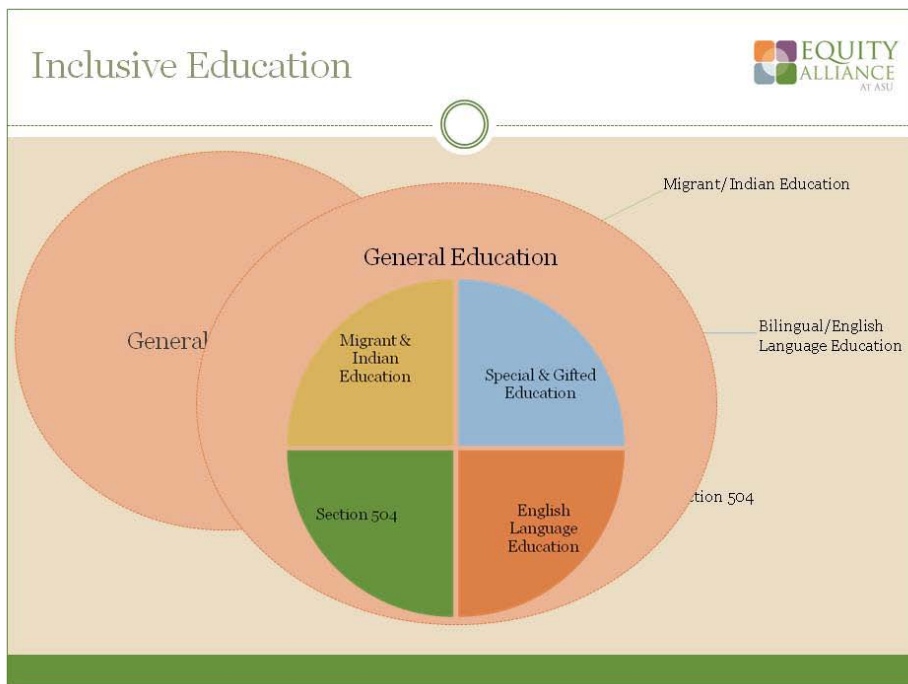


When we talk of including, **into what** do we seek to include?
 (Graham & Slee, 2005)

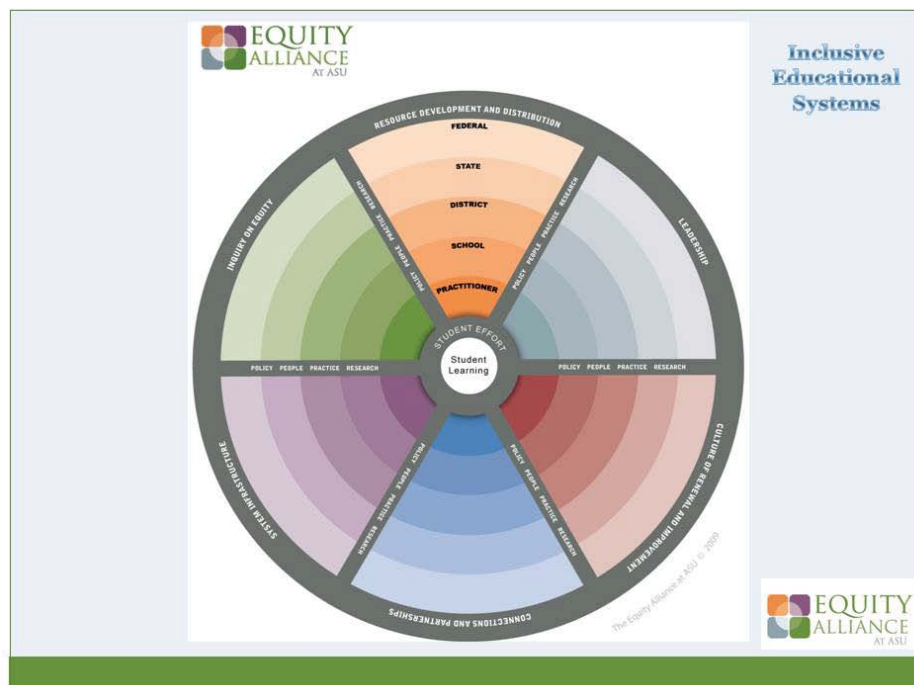


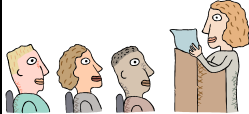


Slide 30 Notes

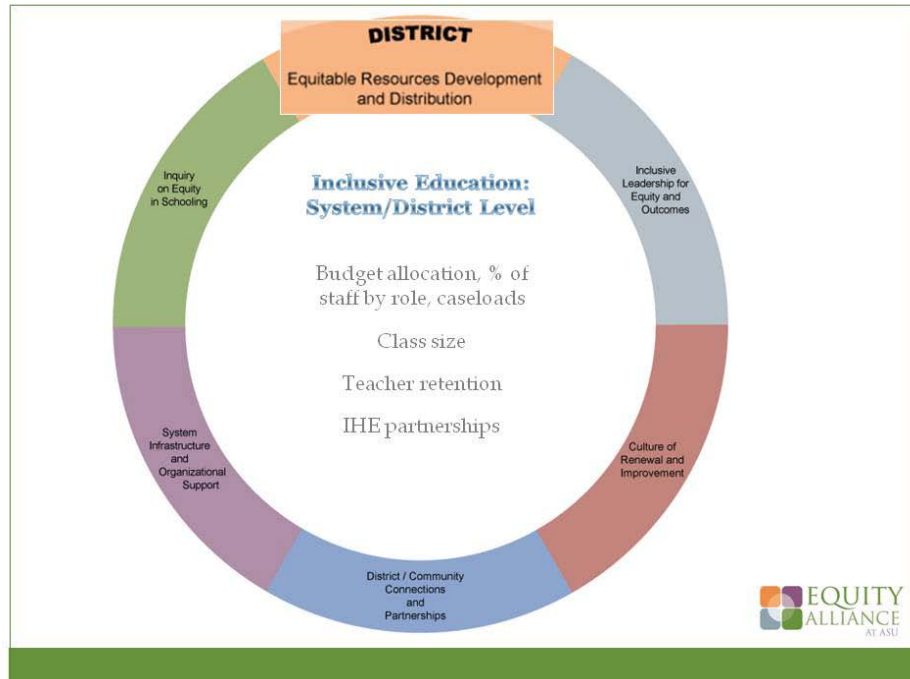


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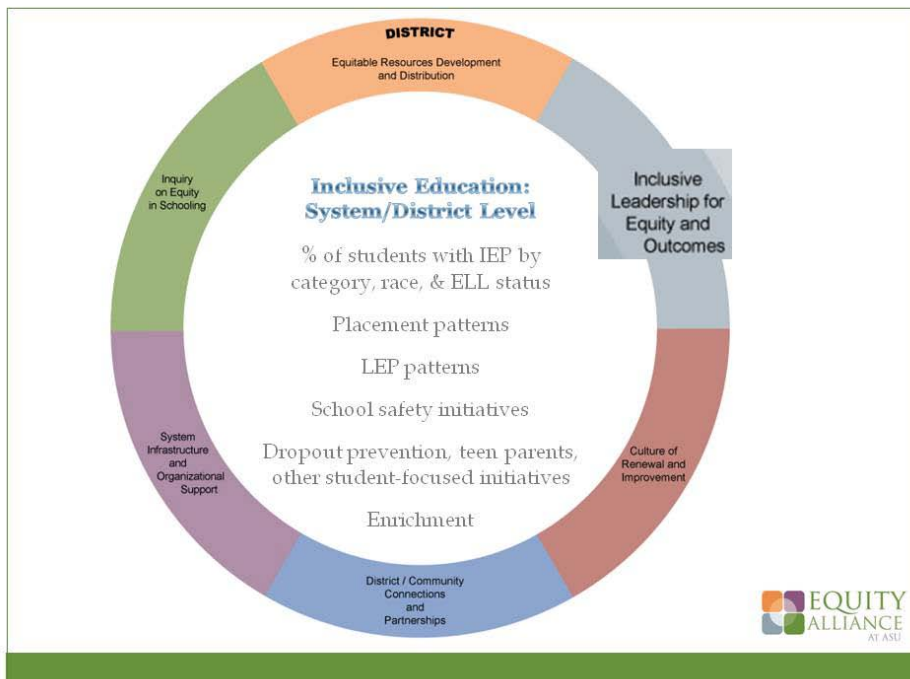


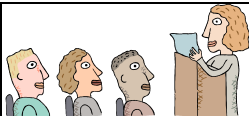


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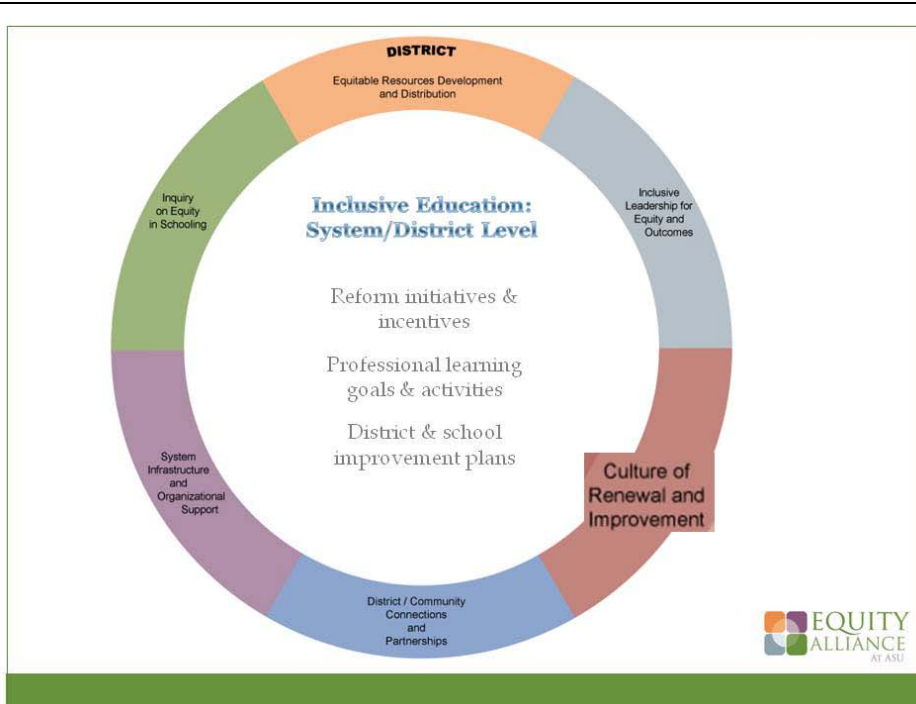


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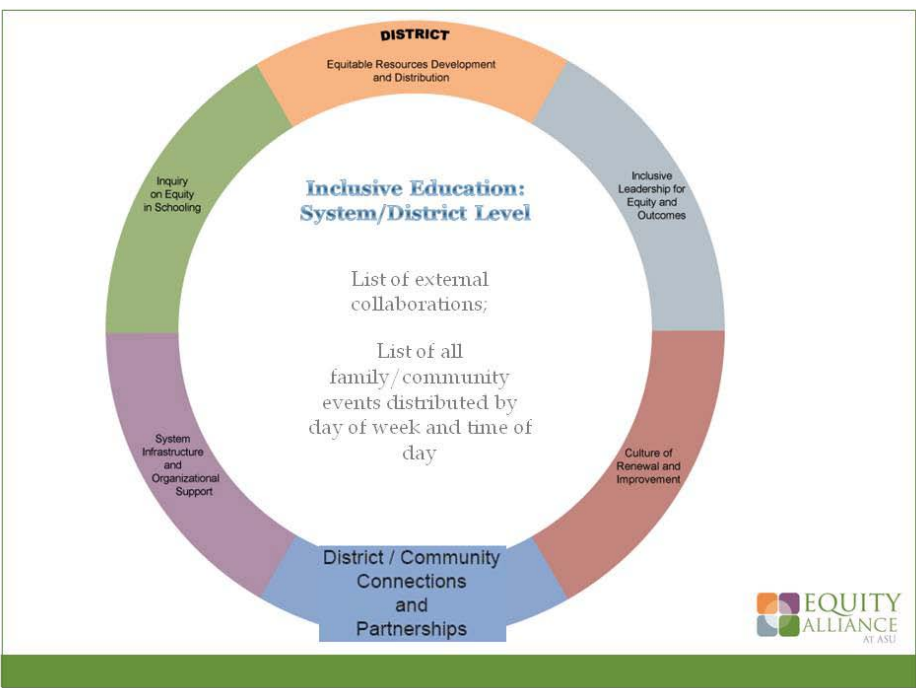


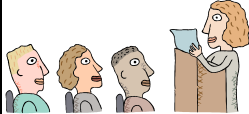


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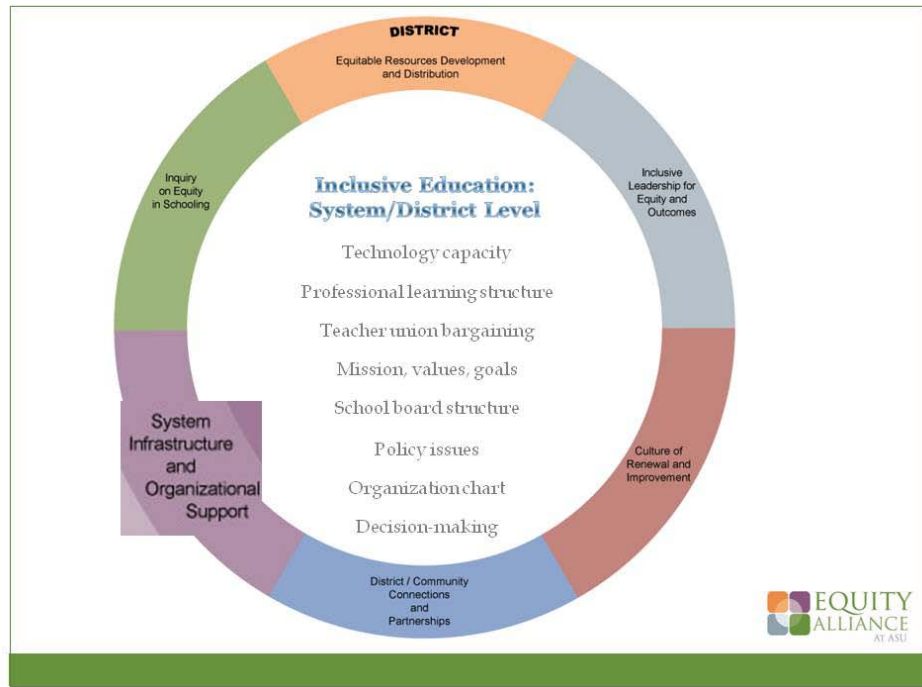


Slide 35 Notes

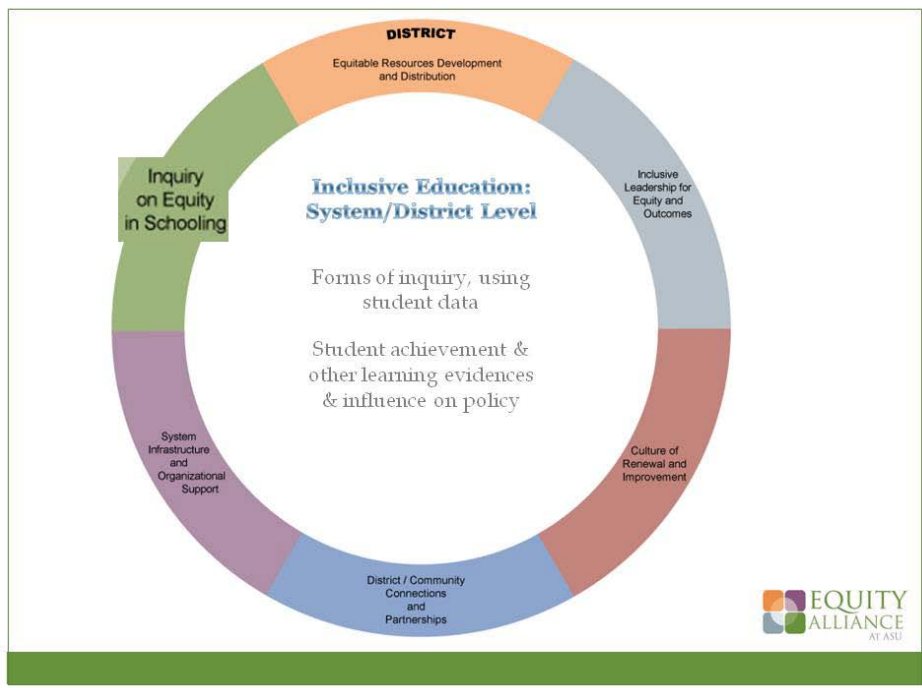




Slide 36 Notes



Slide 37 Notes





Activity 2
(Slides 38-40)

***Handouts for this activity are provided on the next page.**

Activity 2: Pathways to Inclusive Education



Standard	Beginning	Developing	At Standard	Leading
1.Resource Development & Allocation Districts strategically and flexibly develop and allocate resources to support the work of schools.	<ul style="list-style-type: none"> □ The district provides schools information about external funding sources. Some support is available for grant writing and technical assistance. □ Resources to schools are provided uniformly. □ Retention of dual certified teachers is viewed as the purview of the school. □ Unions and district maintain separate agendas. 	<ul style="list-style-type: none"> □ Internal and external resources are identified by district for the purpose of improved alignment of funding. □ Equitable school funding is considered important for achieving high outcomes for all students; the district develops a plan for leveraging available resources. □ The district seeks out the unions for input on teacher retention, attrition, and other issues. 	<ul style="list-style-type: none"> □ Technical assistance and professional learning opportunities and funds are available based on a basis of school-by-school need for improvement. □ The district brokers resources from a variety of sources to support school improvement plans and efforts. □ The district actively collaborates with union personnel for the purpose of retaining quality staff. 	<ul style="list-style-type: none"> □ The district is service-oriented, serving to reach all students in the district—public, charter, and magnet. The district uses achievement and placement data to develop resources allocation plans, considering internal & external resources, resulting in equitable distribution for all schools. □ Staffing resources are allocated to increase the number of high quality teachers assigned to struggling schools. □ Resources from externally funded projects and initiatives are leveraged with other resources. □ Ongoing collaboration among district, schools, unions, and community provides for strong policies and procedures for retaining quality staff and removing unsatisfactory staff.

District small groups

- Use handout (pictured)
- Shows a completed rubric with 2 to 3 focus areas from each of the 4 standards of inclusive educational system.



Activity 2: Pathways to Inclusive Education

Outcome: You will identify anecdotal evidence that will help you in assessing your own district’s progress towards becoming an inclusive educational system.



District small groups use a handout that shows a completed rubric with two to three focus areas from each of the four standards of inclusive educational system. Using the table on the page before the rubric begins to record responses, you should identify where your district is on each focus area within each standard, and identify evidence that supports your claims. Then, re-convene the whole group and share one standard of your choice, where you are on your pathway to an inclusive educational system, and what evidence you used to support your selection.

 Handouts begin on next page.

Standard	Beginning	Developing	At Standard	Leading
<p>1.Resource Development & Allocation</p> <p>Districts strategically and flexibly develop and allocate resources to support the work of schools.</p>	<ul style="list-style-type: none"> ■ The district provides schools information about external funding sources. Some support is available for grant writing and technical assistance. ■ Resources to schools are provided uniformly. ■ Retention of dual certified teachers is viewed as the purview of the school. ■ Unions and district maintain separate agendas. 	<ul style="list-style-type: none"> ■ Internal and external resources are identified by district for the purpose of improved alignment of funding. ■ Equitable school funding is considered important for achieving high outcomes for all students; the district develops a plan for leveraging available resources. ■ The district seeks out the unions for input on teacher retention, attrition, and other issues. 	<ul style="list-style-type: none"> ■ Technical assistance and professional learning opportunities and funds are available based on a basis of school-by-school need for improvement. ■ The district brokers resources from a variety of sources to support school improvement plans and efforts. ■ The district actively collaborates with union personnel for the purpose of retaining quality staff. 	<ul style="list-style-type: none"> ■ The district is service-oriented, serving to reach all students in the district--public, charter, and magnet. The district uses achievement and placement data to develop resources allocation plans, considering internal & external resources, resulting in equitable distribution for all schools. ■ Staffing resources are allocated to increase the number of high quality teachers assigned to struggling schools. ■ Resources from externally funded projects and initiatives are leveraged with other resources. ■ Ongoing collaboration among district, schools, unions, and community provides for strong policies and procedures for retaining quality staff and removing unsatisfactory staff.

Standard	Beginning	Developing	At Standard	Leading
<p>2. Infrastructure and Organizational Supports</p> <p>The functions of central administration must be <u>organized</u> in such a way that efficiency and individualization are accommodated. Thoughtful supports provide coherent, <u>continuous</u> opportunities for improved practices.</p>	<ul style="list-style-type: none"> ■ The district is organized bureaucratically & rigidly. Supports are difficult and cumbersome. ■ The district solicits community feedback about issues that it targets as important. This feedback may or may not be used in decision-making. 	<ul style="list-style-type: none"> ■ The district is organized with some cross-departmental roles & relationships occurring. ■ A district level administrator is responsible for a set of schools and primarily services as an evaluator. ■ The district's mission and vision are developed, but the system does not fully operate around a common purpose & shared understanding. ■ The community identifies issues for which they provide district with feedback. Feedback loops are established that keep all stakeholders informed. 	<p>The district is organized so roles, relationships, & rules are articulated & integrated across departmental boundaries. Data systems provide timely stakeholder feedback.</p> <ul style="list-style-type: none"> ■ A district level administrator is responsible to a school feeder pattern to provide coherent support & assistance. ■ The district's mission & vision are developed with a variety of participants; this serves as a "guiding principle" for across-system decisions & planning. ■ The district & community consistently collaborate around issues and challenges identified jointly. 	<ul style="list-style-type: none"> ■ The district has replaced a compartmentalized, rule-driven culture with one that is cross functional in decision sharing, working arrangements, flexible teams, & individual & collective reflection on effective practices. Each building has a district administrator or mentor who coordinates & supports technical assistance & professional learning. ■ The district's mission & vision are context-based, compelling & operate so that the following are evident across the system: <ul style="list-style-type: none"> - The purpose of schools. - The role of the family and community in relation to students and schools. - The kind of society for which students are being prepared is evident in the district. - The obligation of the system to employees and the role of the system in encouraging and supporting innovation.

Standard	Beginning	Developing	At Standard	Leading
3. District/Community Relationships Partnerships with local judicial, social, recreational, health, & government agencies help ensure that students attend school ready to learn.	<ul style="list-style-type: none"> Some partnerships exist; these are viewed as external to the district and serve to augment programs & building needs. 	<ul style="list-style-type: none"> The district operates on the assumption that partnerships with local universities & colleges, businesses & families, enhance access to resources improve, professional learning & practice, & create additional opportunities to learn. The district has an organizational structure in place to attract & develop partnerships. 	<ul style="list-style-type: none"> The district establishes strategic partnerships and sustains them overtime using a continuous improvement process. Partnerships that demonstrate impact on student learning are fostered & nurtured. 	<ul style="list-style-type: none"> The community engages in an ongoing assets mapping process that involves the faith, business, education, commerce, and non-profit communities resulting in productive & sustainable partnerships that are inspired & sustained from within & outside of the LEA.

Standard	Beginning	Developing	At Standard	Leading
4. Culture of Renewal & Improvements District culture supports growth & development - personally, professionally, & organizationally. Risk taking & failure are seen as opportunities for growth.	<ul style="list-style-type: none"> Some partnerships exist; they are viewed as external to the district & serve to augment programs & building needs. 	<ul style="list-style-type: none"> Professional learning is fragmented & menu driven. School improvement is tied to adoption of school reform models & specific programs; adult & student learning needs emanate from these models & programs. Networking among schools occurs sporadically & on an as-needed basis. 	<ul style="list-style-type: none"> Professional learning is job-embedded, & district structures & processes support schools so that the decisions about adult learning occur at the building level. Learning standards for adults & students provide a framework for school improvement. The district, schools, & community co-identify programs & models that align with standards. Professionals network throughout the day, providing many learning opportunities. 	<ul style="list-style-type: none"> A culture that supports growth & development personally, professionally, & organizationally exists across the system. Risk-taking & failure are seen as opportunities for growth. Pervasive focus on student learning & outcomes drives commitment to improving student learning that depends on continual investment in & improvement of adult learning, including district personnel & families. Teaching is a public enterprise that thrives on continuous networking of professionals & community for the purpose of improving outcomes for all.

Standard	Beginning	Developing	At Standard	Leading
<p>5. Inquiry on School & Schooling</p> <p>Educators, families, and students are engaged in ongoing reflection and practice-based inquiry in classrooms and schools.</p>	<ul style="list-style-type: none"> ■ Inquiry on schools exists to identify successful schools and support schools in distress. ■ Identification of underachieving schools occurs at a point in time before the end of the school year so that improvement strategies can be planned and implemented. ■ Data on student learning are collected and shared with schools through traditional venues; feedback loops are variable and access to information is problematic. 	<ul style="list-style-type: none"> ■ A variety of inquiry projects are developed and occur across the school year in order to provide schools with timely data. Practitioners are encouraged to engage in inquiry projects that examine practices for diverse learners. ■ District personnel develop a plan for improved feedback loops to schools that improves access to a variety of data. ■ The community is surveyed about their perceptions of schools and schooling. 	<ul style="list-style-type: none"> ■ District personnel are involved in a variety of ongoing projects that involve promising practices, policy analysis, and support of practice-based inquiry. ■ Data on student achievement are received in a timely manner by building so that leadership teams can target school improvement goals and professional development efforts for the next year. ■ The needs and satisfactions of parents and other community members are regularly assessed; generated data is used by schools to identify and act on issues. 	<ul style="list-style-type: none"> ■ The District website houses a set of inquiry and data collection tools as well as longitudinal data that are available to buildings for inquiry purposes. ■ Schools are recognized for tracking and using data on student climate, family involvement, student achievement, etc. to make thoughtful, systemic and programmatic improvement to their work, resulting in improved outcomes for each and every student. ■ A shared understanding exists among all stakeholders about the nature of schooling; diversity is valued for its contributions to the school environment, culture, and teaching practices.

Standard	Beginning	Developing	At Standard	Leading
<p>6. Inclusive Leadership for Equity and Accountability</p> <p>The district ensures the system is designed so that equitable educational opportunities are available and accessed by all students, by examining school data and utilizing analysis to guide instruction and school improvement.</p>	<ul style="list-style-type: none"> ■ The district conducts and reports a needs assessment, disaggregating data on student attendance, behavior, suspension, expulsion, academic achievement, and identification and placement in special programs such as Title I, Reading First, Bilingual, and Special Education. ■ The district completes required federal and state compliance reviews, and reports data across these areas disaggregated by race and ethnicity, including AYP by subgroup. ■ The district examines data on attendance, behavior, achievement, and school/parent communication to reduce school dropout. 	<ul style="list-style-type: none"> ■ In addition to compiling and reviewing data at the district level, the needs assessment provides data on aspects of student performance disaggregated by school. These elements include the percentage of students with IEPs by eligibility category, race, and ELL status. ■ The needs assessment is shared with stakeholders from all program areas, levels of the system communities, and families. ■ The district identifies discrepancies from state and district achievement assessments, and develops a continuous improvement plan for addressing them. 	<ul style="list-style-type: none"> ■ The district monitors its continuous improvement plan by maintaining data over time, in order to analyze trends in placement, discipline, graduation, to show progress and slippage, and to adjust curriculum, instruction, and assessment. ■ School discipline, attendance, achievement, school completion, special education eligibility, and educational placement (Advanced Placement, Least Restrictive Environment) data is sampled from each district school, disaggregated by race/ethnicity, language proficiency, and gender, on at least an annual basis. ■ The district identifies schools in need of support in achieving inclusive student placements in general education environments, and equitable achievement across student groups. ■ Provides technical assistance and professional learning opportunities to schools that appear to be over-referring student groups for discipline infractions, over-referring and/or inappropriately identifying students to special education, or have inequitable student achievement between student groups. 	<ul style="list-style-type: none"> ■ The professional learning provided by the district is embedded in the daily life of schools and supports ongoing practice tied to the targeted learning standards. ■ The district develops and reports at least annually on evidence of changes in district policy and practice as a result of the needs assessment and continuous improvement cycle. ■ The district leads efforts to exceed student achievement expectations.

Standard	Performance (circle one)	Evidence
1. Resource Development & Allocation	Beginning Developing At Standard Leading	
2. Infrastructure and Organizational Supports	Beginning Developing At Standard Leading	
3. District/ Community Relationships	Beginning Developing At Standard Leading	



Standard	Performance (circle one)	Evidence
4. Culture of Renewal & Improvements	Beginning Developing At Standard Leading	
5. Inquiry on School & Schooling	Beginning Developing At Standard Leading	
6. Inclusive Leadership for Equity and Accountability	Beginning Developing At Standard Leading	






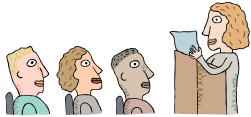
Lecturette 2: Why Inclusive Education? It's an Equity Matter!

This lecturette presents descriptions and examples of effective instruction and intervention within the early intervening and universal interventions tier. It provides the basis for Activity 3.

As **outcomes** of participating in Lecturette 2, you will:

-  become familiar with the elements of robust high-quality literacy instruction for diverse learners.
-  reflect upon how educators can strengthen their practices to become culturally responsive.

 <p>Slide 41 Notes</p>	<div style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> <h2 style="margin: 0;">Lecturette 2</h2>  </div> <div style="text-align: center; margin-top: 20px;">  <p style="font-size: 1.5em; font-weight: bold; margin: 10px 0;">Why Inclusive Education?</p> <p style="font-style: italic; margin: 0;">It's an Equity Matter!</p> </div> </div>
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Slide 42 Notes

Lecturette Outcome



Participants will:

-  understand why inclusive systems are important after a review of supporting data; and
-  make connections between inclusive systems and equity for all.

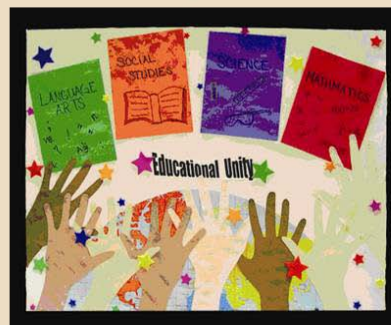


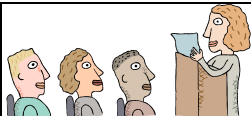
Slide 43 Notes

Equity



Equity is measured by the degree to which all students feel that they belong, are included, and are empowered.





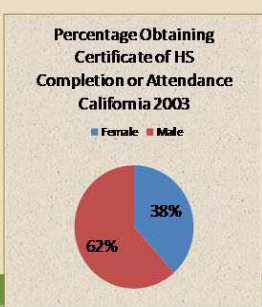
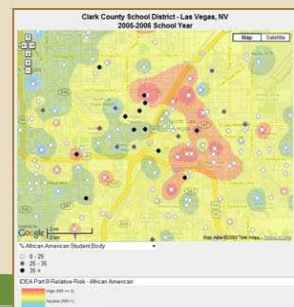
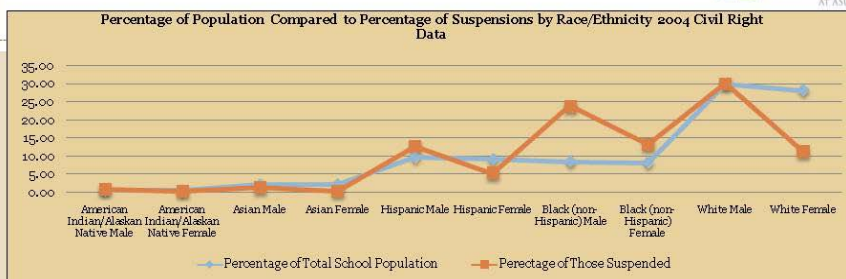
Slide 44 Notes

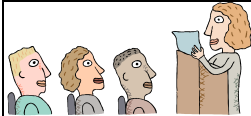
Inclusive Education = Equity Imperative



Slide 45 Notes

Data as Rationale for Inclusive Schools





Slide 46 Notes

Inclusive Education is a Human Right



EDUCATION SHALL BE DIRECTED TO THE FULL DEVELOPMENT OF THE HUMAN PERSONALITY AND TO THE STRENGTHENING OF RESPECT FOR HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS. IT SHALL PROMOTE UNDERSTANDING, TOLERANCE AND FRIENDSHIP AMONG ALL NATIONS, RACIAL OR RELIGIOUS GROUPS, AND SHALL FURTHER THE ACTIVITIES OF THE UNITED NATIONS FOR THE MAINTENANCE OF PEACE.

o Article 26 of the United Nation's Universal Declaration of Human Rights



President and Chair of the Commission on Human Rights, Eleanor Roosevelt, looking at the Universal Declaration of Human Rights in Spanish. Credit: UN Photo.



Slide 47 Notes



Convention on the Rights of Persons with Disabilities Article 24 Education



1. States Parties recognize the right of persons with disabilities to education...States Parties shall **ensure an inclusive education system** at all levels and life long learning...
2. ...States Parties shall ensure that:
 - (a) Persons with disabilities are **not excluded from the general education system** on the basis of disability, and that children with disabilities are not excluded from free and compulsory...education, on the basis of disability;
 - (b) Persons with disabilities can access an **inclusive**, quality and free ...education on an equal basis with others in the communities in which they live;
 - (c) Reasonable accommodation of the individual's requirements is provided;
 - (d) Persons with disabilities receive the support required, **within the general education system**, to facilitate their effective education;
 - (e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the **goal of full inclusion**.



Slide 48 Notes

District Policy, Priorities, & Placements



Policies and Priorities

- Inclusive vision and priorities
- All administrators committed to and responsible for inclusive education for all students
- Professional learning on inclusive education provided for all school personnel

Student Placements

- All students fully educated within district schools, and no schools set aside for students with disabilities
- Chronologically age-appropriate schools and classrooms, regardless of ability or primary language
- Number of students with disabilities in classrooms reflects total school population

<http://www.aasa.org/publications/content.cfm?PreviewContentItem=51262/>



Activity 3
(Slides 49-50)

*Handouts for this activity

are provided on the following page.

Activity 3: Appreciative Inquiry Moving Forward without Losing the Past



Appreciative Inquiry versus Inclusive Educational Reform: What is and How to do it: Appreciative Inquiry

The appreciative inquiry approach to organizational research was developed by David Cooperrider and Sanku Datar. The approach is based on the premise that organizations change in the direction in which they respond. An organization that ignores core problems will long-lasting problems, but an organization which attempts to appreciate what is best in itself will discover assets and move them forward. It can then use these discoveries to build a new future for the best business case scenario. In short, the process of Appreciative Inquiry requires that those engaged in change efforts in an organization, neighborhood, and state of affairs, focus on what's right, rather than what's wrong, identify questions to increase awareness of our performance, and create the future from there.

The Power of Appreciative Inquiry: Doing, Acting and Possibilities

In another life, most people and organizations are constrained by the perspective that their resources, and hence their business, are limited. This perspective, that we must "live within" is what we call the "power" single constraint or "business as usual" view. Appreciative Inquiry requires that we do not act out of constraint. To begin with, the idea that we have a choice in which we live is essential. About what we "see" and act upon. In both the personal and social worlds, we are drawn to those we perceive, seek out, and define the traditional problem-solving approach. Or, we can choose to see problems, neighborhood and state of affairs in the light of appreciative inquiry. Or, we can choose to see what's right rather than what's wrong with an organization, an individual or even a nation. Appreciative Inquiry gives us access to the kind of energy that can be mobilized. Having that kind of energy to work with gives us the confidence to identify and pursue a new range of the future. A key question that guides the standards for appreciative inquiry is: "If you were to imagine, mobilize, and sustain human energy, which is the most effective way: by focusing on problems or pursuing possibilities?"

Appreciative Inquiry versus Inclusive Educational Reform: What is and How to do it: Appreciative Inquiry

The process of Appreciative Inquiry: Generating, Probing, and Creating

Appreciative Inquiry is a generative process that gives us a new way to bring possibilities to life and develop new capacities. Through a carefully-developed set of questions and processes of dialogue, we increase awareness of our "best experiences" – those moments in our lives when we felt most effective, most motivated, most alive. These stories provide a rich, credible proof of our actual capabilities. They give us a new range of what the future could be. They are our right, energies to act upon in the struggle to dream and act boldly. Rather than "singing softly," we see that what we call "leaders" is actually there in silence in us, what we choose to mind and talk about, what we choose to act upon. It follows that we have the capacity to move the kind of future we desire. The following table compares the Problem-Solving and Appreciative Inquiry Approaches to Change.

Problem-Solving Approach to Change		Appreciative Inquiry Approach to Change	
Process	Results	Process	Outcomes
Problem	Isolated situation	Problem	Opportunity
"The glass is half empty"	These problems	"The glass is half full"	Full of meaning
Elimination	Using assets	Expansion	Collaborative new ideas
Eliminate	Transparency	Learning	Relaxation
Isolation of resources	Professionalism oriented	Integration of resources	Self-empowerment
Control seeking	Thought in abstraction	Energy	Learning to emerge

The Day of Appreciative Inquiry: The 4-D model

Appreciative Inquiry permeates all levels of education – from administration and the art of building all students, to student and the art of learning. It honors your role, appreciates impact in a world perspective, and the ongoing in the process of creating change the authors envision. It is

- Individually, read a short brief on appreciative inquiry.
- Includes the 4-D framework :Discover, Dream, Design, Deliver
- **Click here** for audio version.

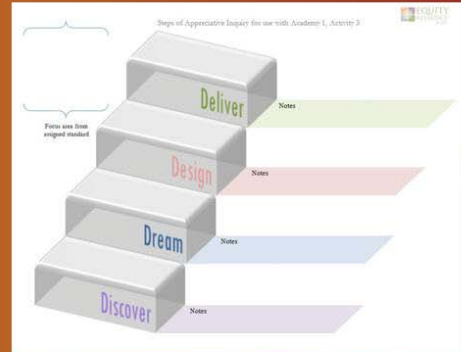


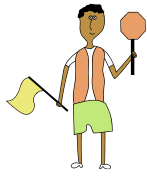
Activity 3
(Slides 49-50)
*Handouts for this activity are provided on the following page.

Activity 3: Appreciative Inquiry Moving Forward without Losing the Past



- Same-district triads or quads:
 - Each group is assigned one of the four standards of inclusive educational systems (Core Functions, etc.).
 - Select *one focus area from their assigned standard.*
 - Use handout and go through the A.I. process as applied to the area of focus selected.
- Whole group re-convenes to share experience.





Activity 3: Appreciative Inquiry: Moving Forward Without Losing the Past

Outcome: You will become familiar with and utilize the process of appreciative inquiry in order to address a challenge within a school district that stands in the way of it becoming an inclusive system.



Individually, read a short brief on appreciate inquiry. You can also have the facilitator play an audio version of the brief. The brief includes the 4-D framework for Appreciate Inquiry Work (Discover, Dream, Design, Deliver).

You will be divided into district-same triads or quads. Each group is assigned one of the four standards of inclusive educational systems (Core Functions, etc.). Then, your group will select *one focus area from their assigned standard*. Using the provided handout, your group should go through the AI process as applied to the area of focus you selected.

Finally, the whole group re-convenes and the facilitator asks for four triads/quads (one for each standard of inclusive educational systems) to share their experience.

*Handouts begin on next page.

Appreciative Inquiry

The Appreciative Inquiry approach to organizational renewal was developed by David Cooperrider and Suresh Srivastva. The approach is based on the premise that organizations change in the direction in which they inquire. An organization that inquires into problems will keep finding problems, but an organization which attempts to appreciate what is best in itself will discover more and more that is good. It can then to use these discoveries to build a new future where the best becomes more common. In short, the process of Appreciative Inquiry requires that those engaged in change choose to see possibilities, capabilities, and assets of systems, focus on what's right, rather than what's wrong, develop questions to uncover moments of top performance, and create the future they desire.

The Focus of Appreciative Inquiry: Seeing Assets and Possibilities

In everyday life, most people and organizations are constrained by the perception that their resources, and hence their horizons, are limited. This perception that we must "face realities" is without a doubt the greatest single constraint on human imagination, vision and enterprise. Appreciative inquiry begins with a different set of assumptions. We begin with the belief that we have a choice in which we can consciously choose what we "see" and act upon. In both the personal and social realms, we can choose to focus on problems, needs and deficits the traditional problem-solving approach. Or, we can choose to see possibilities, capabilities and assets the basis of appreciative inquiry. By focusing on what's *right*, rather than what's wrong with an organization, an individual or even a society, Appreciative Inquiry gives us access to the kind of energy that can be transformative. Having that kind of energy to work with gives us the confidence to develop and pursue a new image of the future. **A key question that guides the rationale for appreciative inquiry is: "If you want to inspire, mobilize, and sustain human energy, which is the most effective way- by focusing on problems or pursuing *possibilities*?"**

The Outcomes of Appreciate Inquiry: Generating, Proving, and Creating

Appreciative Inquiry is a *generative* process that gives us a way to bring possibilities to life and develop our capacities. Through a carefully developed set of questions and a process of dialogue, we uncover stories of our "peak experiences" – those moments in our lives when we felt most effective, most connected, most alive. These stories provide irrefutable *proof* of our actual capabilities. They give rise to new *images* of what the future could be. They raise our sights, energize us and give us the courage to dream and act boldly. Rather than "accepting reality," we see that what we call "reality" is defined by what we choose to see, what we choose to think and talk about, what we choose to act upon. It follows that we have the capacity to *create* the kind of future we desire. The following table compares the Problem Solving and Appreciate Inquiry Approaches to Change

Problem Solving Approach to Change		Appreciative Inquiry Approach to Change	
Focus	Results	Focus	Outcomes
Problems	Incremental advances	Possibilities	Unprecedented
"The glass is half empty"	Token promises	"The glass is half full"	Full of meaning
Problem-driven	Using others	Vision-led	Collaboration with others
Money	Transactions	Meaning	Relations
Scarcity of resources	Professionally directed	Abundance of resources	Self directed
Critical thinking	Taught, as admonitions	Energy	Learned, by example

The Steps of Appreciate Inquiry: The 4-D model

Appreciative Inquiry pervades all levels of education – from administration and the act of including all students, to students and the act of learning. Whatever your role, appreciate inquiry is a useful procedural tool for engaging in the process of systems change for inclusive education. By

discovering, dreaming, designing, and delivering, inclusive education in your local educational context can become a reality. Here's how:

Step 1: Discover—people talk to one another, often via structured interviews, to discover the times when the organization is at its best. These stories are told as richly as possible. What, when, where, why, and how have all students been fully included in having access, participation, and equitable outcomes in your local setting?

Step 2: Dream—the dream phase is often run as a large group conference where people are encouraged to envision the organization as if the peak moments discovered in the 'discover' phase were the norm rather than exceptional. What could the best possible inclusive educational system look like in your school building or district? What dispositions, knowledge, and resources would educators and administrators need to have and continue to develop? What would the use of space and time look like?

Step 3: Design—a small team is empowered to go away and design ways of creating the organization dreamed in the conference(s). Who are the people with the initiative and transformative energy to design an inclusive school or district? What do they need to make the best design possible?

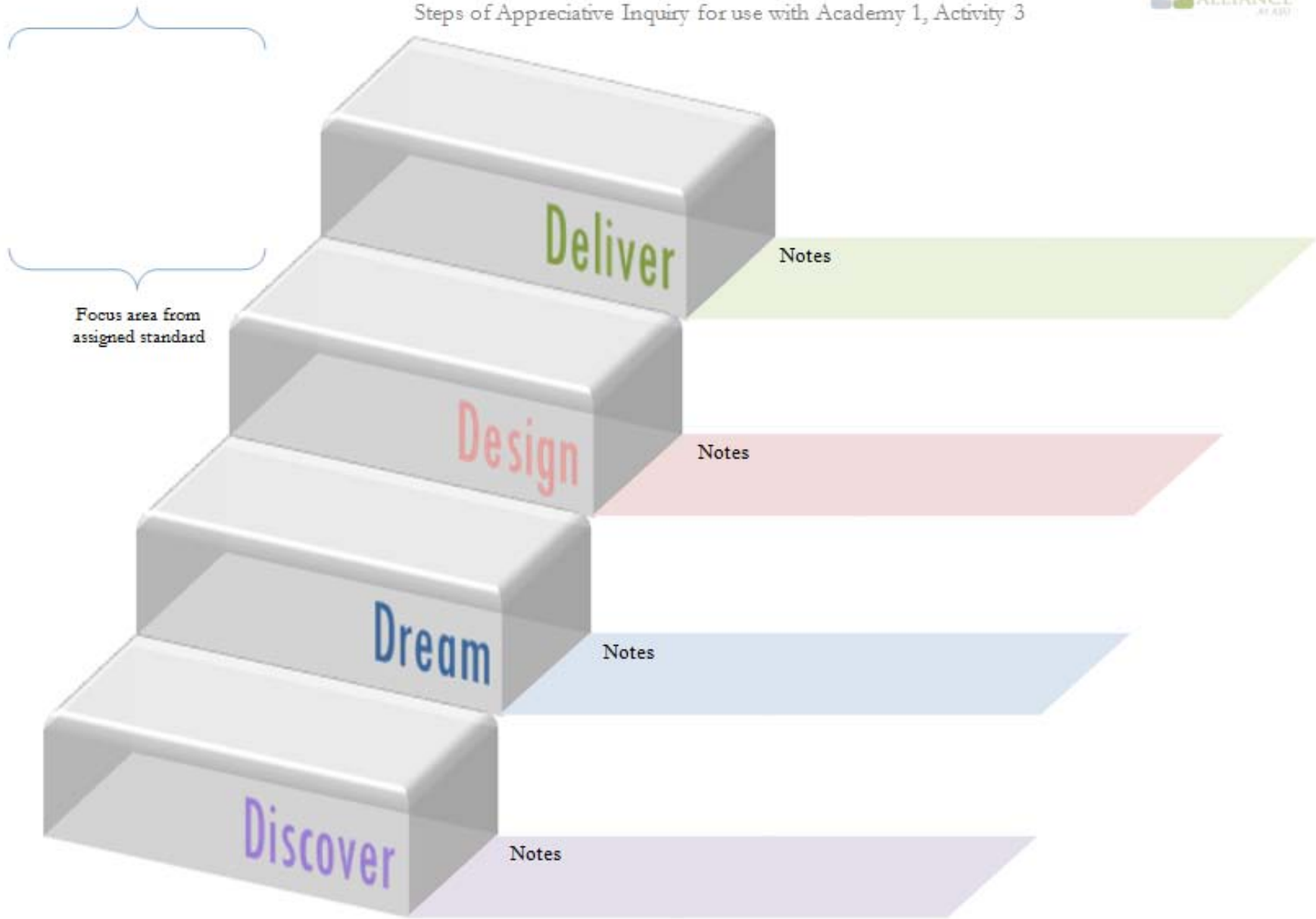
Step 4: Deliver—the final phase is to implement the changes. Who is responsible for delivering on inclusive education? Who leads and supports this delivery? What is the pace and structure of the delivery?

Now, you will start your own process of Appreciative Inquiry toward inclusive educational systems. Remember, the possibilities are unprecedented!

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Steps of Appreciative Inquiry for use with Academy 1, Activity 3





Slide 51 Notes

Leave Taking






- Self-Assessment
- Debrief
- Equity Academy Evaluation

Academy 1 Self-Assessment

This is a non-graded, anonymous self-assessment. Take 10 minutes to complete the following questions taken from the content of this academy. After that time the group will have the opportunity to share answers. Note that occasionally we collect these self-assessments to measure the effectiveness of the academy.

1. What are the distinguishing features of an inclusive educational system? How does an inclusive system differ from other systems that might currently be in place?
2. Describe some of the systems that were put into place which have led to the inclusive movement as it is known today.
3. What does Public Law 94-142 mean for students and educational systems?
4. Briefly discuss one of the six arenas of the systemic framework change process for the system/district level.

Academy 1 Evaluation

<div style="text-align: right; font-size: small;">i 1</div> <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h2 style="margin: 0;">Evaluation Form</h2> </div> </div> <p>Date: _____ Location: _____ Title: _____ Presenter(s): _____</p> <ol style="list-style-type: none"> 1. Please tell us your overall impression of this academy. _____ 2. What were the three most important things you will take away from this academy? _____ _____ _____ 3. Were the materials easily accessible? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 4. Did you find the material useful? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 5. Was this module useful in supporting and developing changes in student and staff behavior? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 6. How many staff were involved in the training? _____ 7. How many children will benefit from this training? _____ 8. Did our material increase your understanding of the topic? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 9. Were there adequate opportunities to process, reflect, and ask questions? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 10. Were there adequate opportunities to engage in group learning? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 11. Were the opportunities to engage in group learning beneficial? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 12. Did you find the content to be of high-quality? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very <div style="text-align: right; margin-top: 20px;">  </div>	<div style="text-align: right; font-size: small;">i 2</div> <ol style="list-style-type: none"> 13. Did you find the content to be evidence-based? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 14. Is the information provided applicable to your setting? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 15. Did you find the content to be reflective of your current and foreseeable experiences? <input type="checkbox"/> Not sure <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Very 16. What elements of the products have been most helpful to you? _____ 17. Do you have any suggestions for the improvement of our products and services? _____ 18. Are there other topics you would like to see addressed in our product or services? _____ 19. Other comments: _____ <p>Tell us about yourself.</p> <ol style="list-style-type: none"> 20. How did you hear about our products and services? <input type="checkbox"/> Equity Alliance at ASU website <input type="checkbox"/> Listserv: _____ <input type="checkbox"/> NCCRES1 website <input type="checkbox"/> Newsletter: _____ <input type="checkbox"/> LeadScope website <input type="checkbox"/> Other: _____ 21. Have you used our products or services before? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe: _____ 22. What is your zip code? _____ 23. Which descriptor best categorizes your location? <input type="checkbox"/> Rural <input type="checkbox"/> Suburban <input type="checkbox"/> Urban 24. Which position best describes you? <input type="checkbox"/> Classroom teacher <input type="checkbox"/> University staff or faculty <input type="checkbox"/> Advocacy group <input type="checkbox"/> Special educator <input type="checkbox"/> Researcher <input type="checkbox"/> Family organization <input type="checkbox"/> School administrator <input type="checkbox"/> Student <input type="checkbox"/> Other: _____ <input type="checkbox"/> District administrator <input type="checkbox"/> Parent <input type="checkbox"/> State administrator <input type="checkbox"/> TA Provider <div style="text-align: right; margin-top: 20px;">  </div>
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Resources

Circle of Inclusion

<http://www.circleofinclusion.org/>

Multilingual, this webpage is for those who provide services for early childhood settings, as well as families with young children. Information and demonstrations are given relating to inclusive education. The project is funded by the U.S. Department of Education, Office of Special Education. One can search for examples of inclusive settings, as well as view discussions and questions that have been answered by people involved in inclusion. There are role-playing scenarios and re-printable resources that can be used, with examples of alternative assessment portfolios. The site is available in English, Spanish, Korean, Japanese, and Chinese.

Council for Exceptional Children (CEC)

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

Serving an audience which includes teachers, parents, administrators, and other support staff, the CEC is committed to advocacy and the improvement of educational success for all students. The CEC provides professional development, journal articles and newsletters and other publications to support people in the field with understanding and working with exceptional children. Core values include the belief that all children are worthy and should be given the chance for rich and meaningful participation in society.

CLAS: Culturally and Linguistically Appropriate Services, Early Childhood Research Institute

<http://www.clas.uiuc.edu/>

Multilingual, including ASL, this site manages to capture culture, language, disabilities and child development in one location. Materials are provided to help practitioners and families learn about what is available to them and are meant to inform and give context. Resources can be searched by language, format, or subject, as well and project or publisher. Video clips are included, as are text, evaluation tools, and newsletters.

Family Village: A Global Community of Disability-Related Resources

<http://www.familyvillage.wisc.edu/>

Information, resources, and internet communities for communication are combined here for anyone involved with people who deal with disabilities. The website is designed as a mini-village, including a school section where there are topics devoted just for kids. Within education, the site links up to sources with information about how to communicate with schools, be an advocate for students, inclusive education resources, and disability awareness education materials.

Kids Together, Inc.

<http://www.kidstogether.org/inclusion.htm>

A place where information and resources for children and adults with disabilities are provided and whose mission is to 'promote inclusive communities where all people belong'. A listserv exists for

people to come together and have discussions regarding solutions for educating children in an inclusive setting. This group states that a regular class is not something that should be looked at how it is but at how it can be. Resources are provided, including vision building and person-centered planning.

National Dissemination Center for Children with Disabilities (NICHCY)

<http://www.nichcy.org/Pages/Home.aspx>

Bilingually-staffed, NICHCY provides information about disabilities, IDEA, No Child Left Behind (NCLB) and effective educational practice. There are resources grouped by family/community, early intervention providers, schools and administrators, and state agencies. Recently launched, there is a Q & A feature about IDEA, specifically IDEA's purpose and key definitions, and a parent participation section. A section is provided with state-specific information, as well.

Office of Special Education and Rehabilitative Services (OSERS)

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

Dedicated to providing support and leadership to states and local districts regarding improving results for all children with disabilities. Financial support is given via formula and discretionary grants in order to support research, technical assistance, demonstrations, and information centers. This website is directly linked to the United States Department of Education and has a wealth of current information.

PBS Parents

Inclusive Communities: Inclusive Education

http://www.pbs.org/parents/inclusivecommunities/inclusive_education.html

Provides a brief introduction to inclusive education. Has multiple links to other sites and resources and provides examples of inclusive education working.

TASH: Equity, Opportunity and Inclusion for People with Disabilities since 1975.

http://www.tash.org/IRR/inclusive_education.html

Known as an international grassroots leader, TASH helps communities via research, education, and advocacy for inclusive education. The website provides webinars with information. Members work to promote equity for all people in society and work hard to make sure that everyone is allowed to be included and participate in all aspects of life. TASH has been in existence for twenty-five years. TASH supports a vision of inclusive education with high expectations for all students and members recognize the legal rights to and reciprocal benefits of such a system.



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Glossary

Appreciative Inquiry

Organizations learn to appreciate what is best and working well within its system while discovering more good and possibilities to continue to improve. From this perspective, organizations can build a future where positives are common. The choice within this process is to see the potential, capabilities, and assets while simultaneously recognizing all that is right in the current situation and system. Instead of focusing on what is wrong, the outlook is on what is good and possible. The four steps of this process include discovering, dreaming, designing, and delivering.

Exclusion

This is what happens when schools, communities, or systems do not permit, either actively through barred entrance, or passively, through not providing the environments, supports, or attitudes that welcome and support certain persons as members of the group. In schools, exclusion is usually on basis of language, race, sexual orientation, ability, or national origin. While largely historical in the legal sense, such as keeping students with disabilities from attending public schools, exclusionary practices are still evident in some settings. These practices could include out-of-school suspension or expulsion from school.

Inclusive Education

These systems reject the exclusion and segregation of students for ANY reason: gender, language, household income, sexual orientation, race, ethnicity, national origin, ability, or any special needs. Inclusive education involves a commitment by all to create a community that is equitable for all students while keeping learning opportunities relevant and high quality. In this system, schools meet the diverse learning needs of all students while simultaneously celebrating student differences.

Integration

Schools that had been segregated, particularly because of race or unequal school quality, were desegregated after *Brown versus the Board of Education* in 1954. For students with disabilities, 1975 saw the passage of Public Law 94-142, which integrated students with disabilities into the mainstream public schools. However, segregation still occurs due to racial/economic segregation of housing in neighborhoods and students being segregated within schools by virtue of placement in separate classrooms to address students' disabilities or language differences.

Mainstreaming

Within the early 1990s, after the passage of the Individual with Disabilities Education Act (IDEA), there was a movement to get students with disabilities out of segregated classrooms and into 'regular' classrooms for a portion of the school day. Typically, this means mainstreaming students during electives or for only one or two classes a day, thus becoming a social inclusion definition and not academic.

Opportunities to Learn

Opportunities to learn is a phrase that collectively refers to the resources students are exposed to within their educational settings. These include, but are not limited to: students' access to teachers who are well-prepared and qualified to teach diverse learners and who are committed to teaching all students within the general education classroom environments; schools and grade levels that are organized to allow for maximal student attention; multiple options for courses that are rigorous and varied in content; culturally responsive effective instructional strategies; access to a variety of culturally responsive relevant instructional materials; curricular content that is meaningful and of sufficient breadth; and finally, a social climate for learning that is informed by students themselves.

Segregation

This occurs when students are kept apart from one another due to ability/disability, language, or national origin. Segregation can take place within one school, as when grouping students solely by ability, or by physically keeping students apart in separate buildings, such as schools for African Americans only. Many public schools today remain segregated geographically, financially, and linguistically.



Equity Alliance at ASU

This certificate is presented to

*For successfully completing
_____ contact hours of the
Professional Learning Module
Inclusive Education
for Equity*

Signature _____

Date _____

Signature _____

Date _____