EQUITY ALLIANCE AT ASU

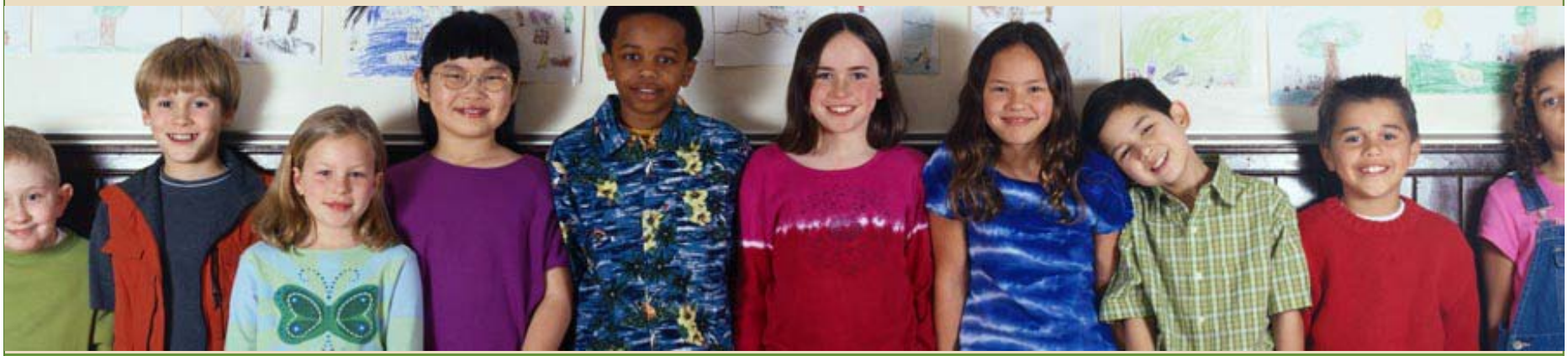
Inclusive Education for Equity

Professional Learning

Module 1

EQUITY ALLIANCE AT ASU

Equity Academy 1:
Understanding Inclusive Education



Introductions

- Facilitators
- Sponsors

The Equity Alliance at ASU

www.equityallianceatasu.org

Introductions

EQUITY ALLIANCE AT ASU

Participants

- Roles
- Take Away

Equity Academy Outcomes

Participants will:

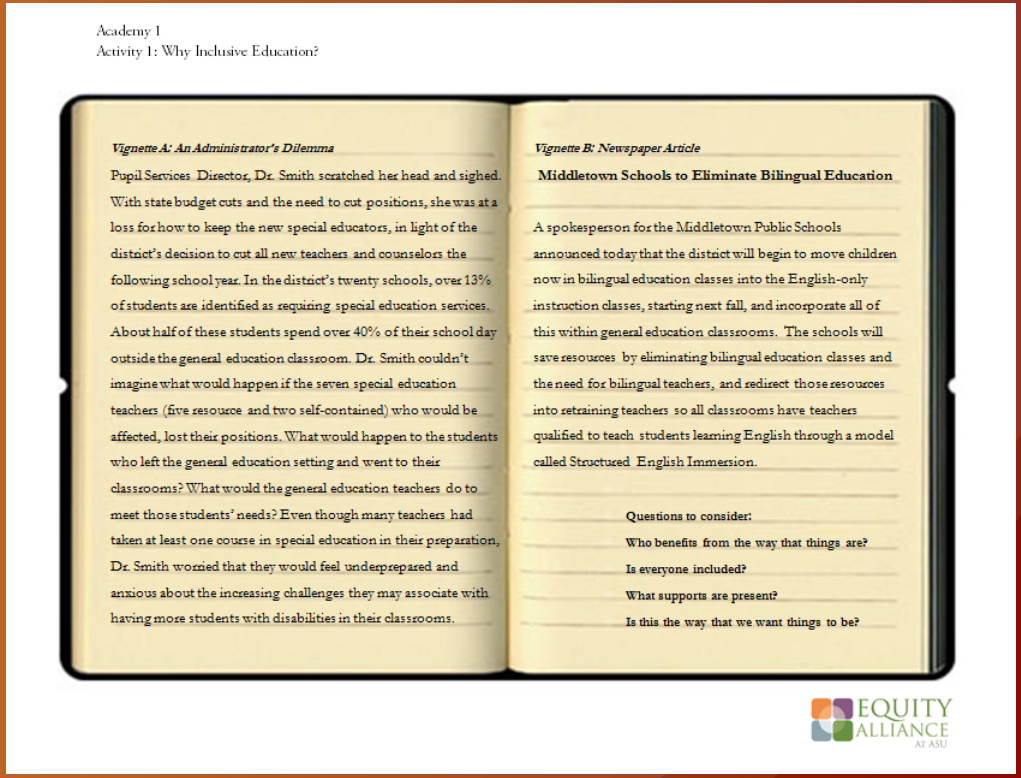
- Learn the history of the movement towards inclusive educational systems in the United States.
- Apply what is learned to assessing districts' practices, and developing future goals.
- Discover why inclusive education is an equity imperative.

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: 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 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.

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.

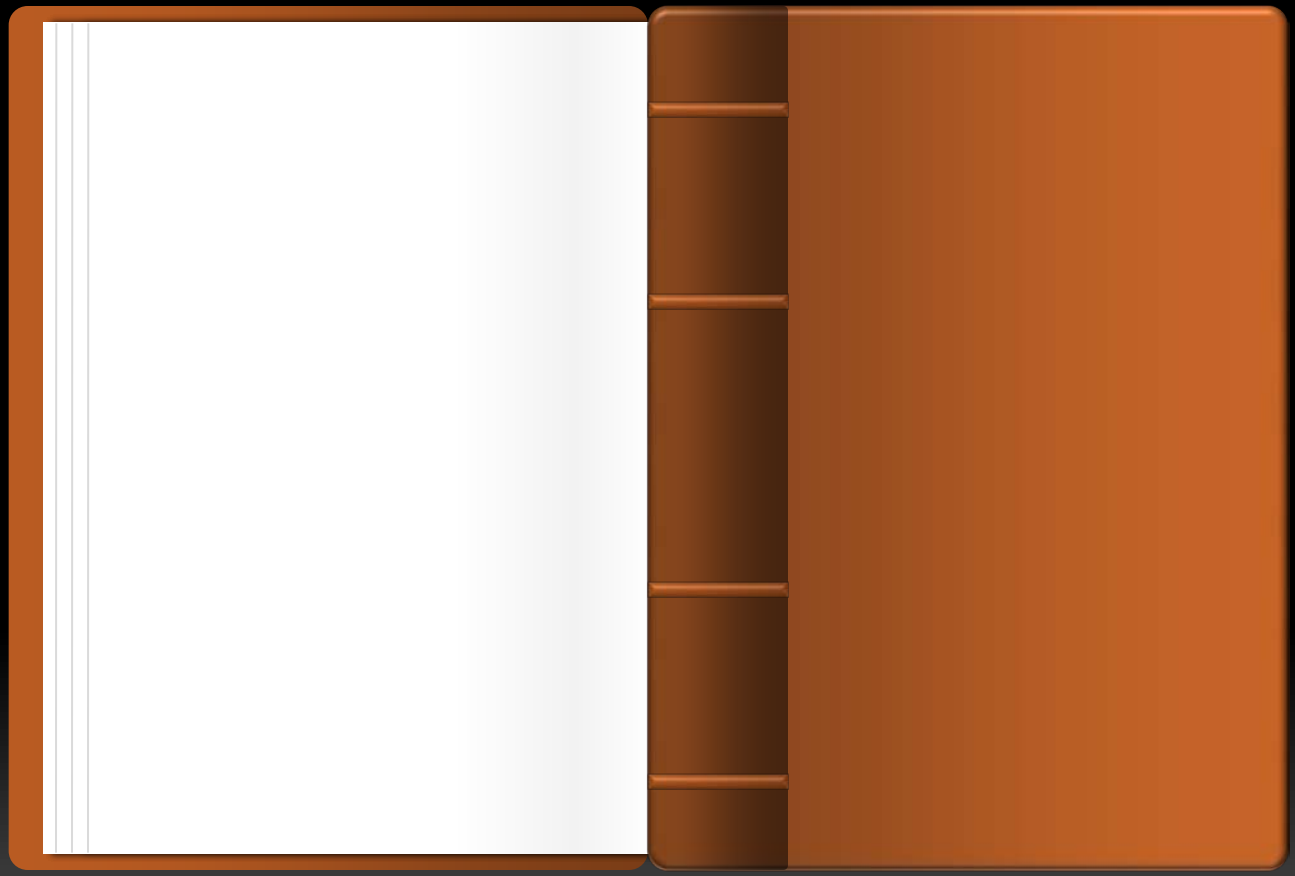
Questions to consider:

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?



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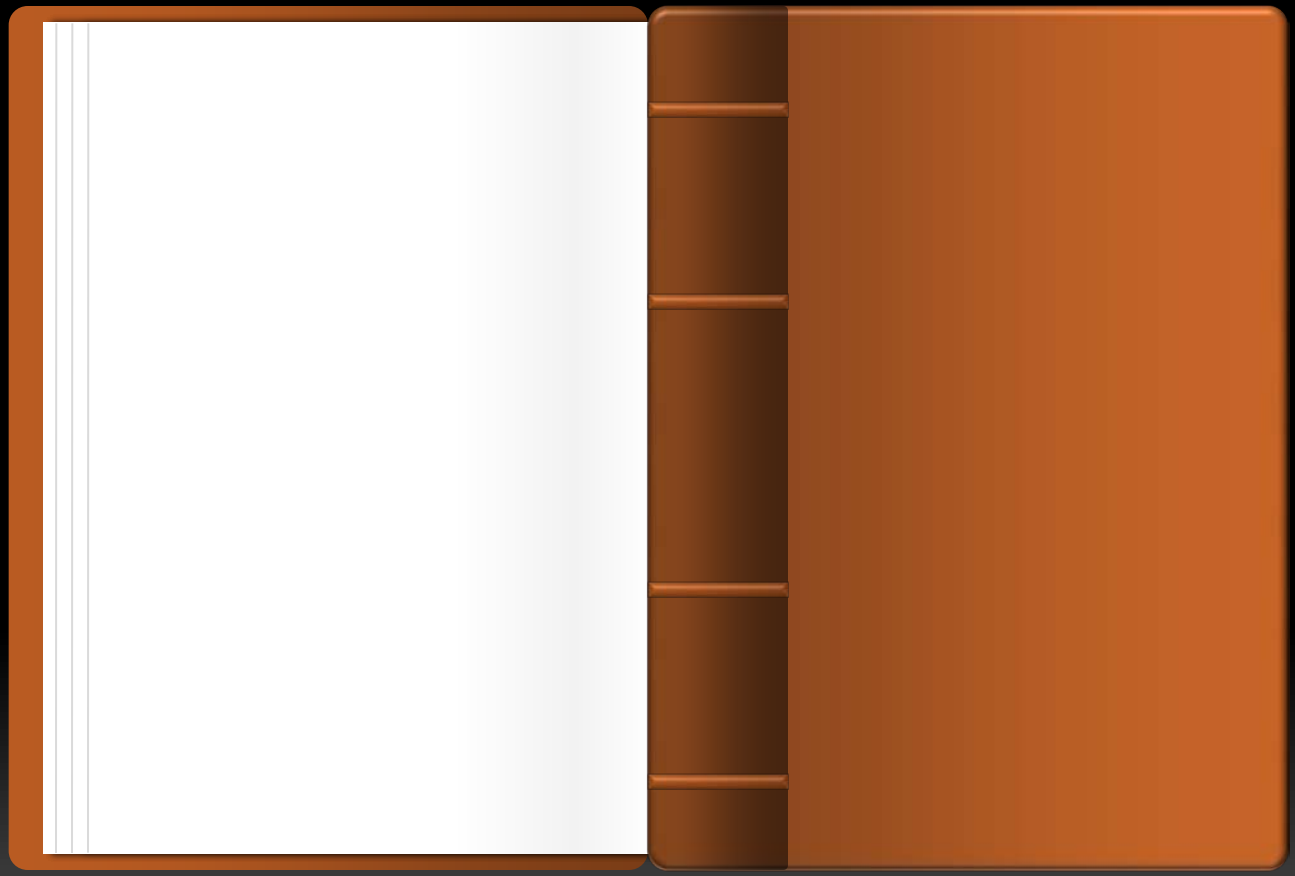

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Lecturette 1

EQUITY ALLIANCE AT ASU

Development of Inclusive Educational Systems

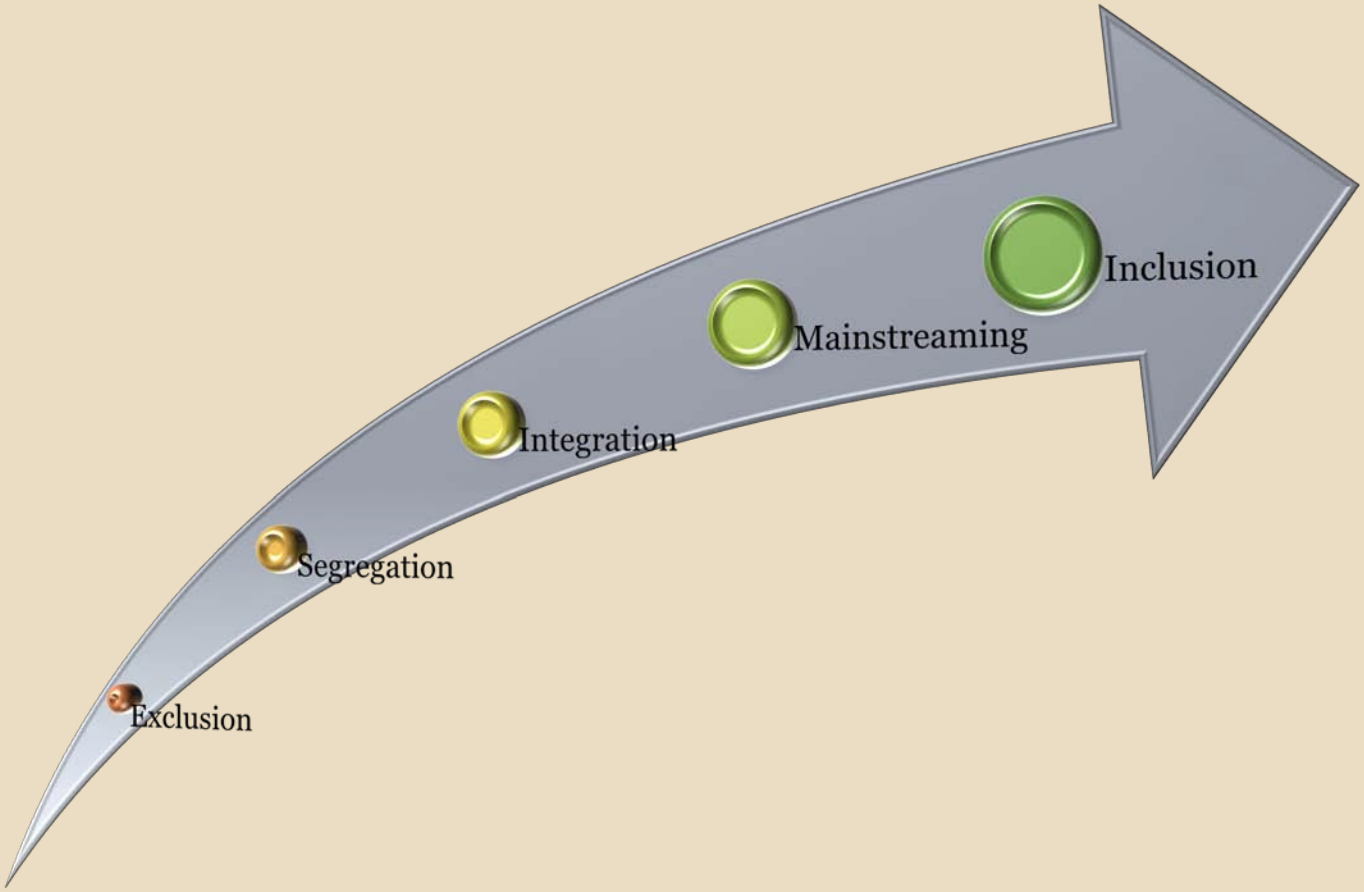
Social, Historical, and Political Foundations

Lecturette Outcome

Participants will learn:

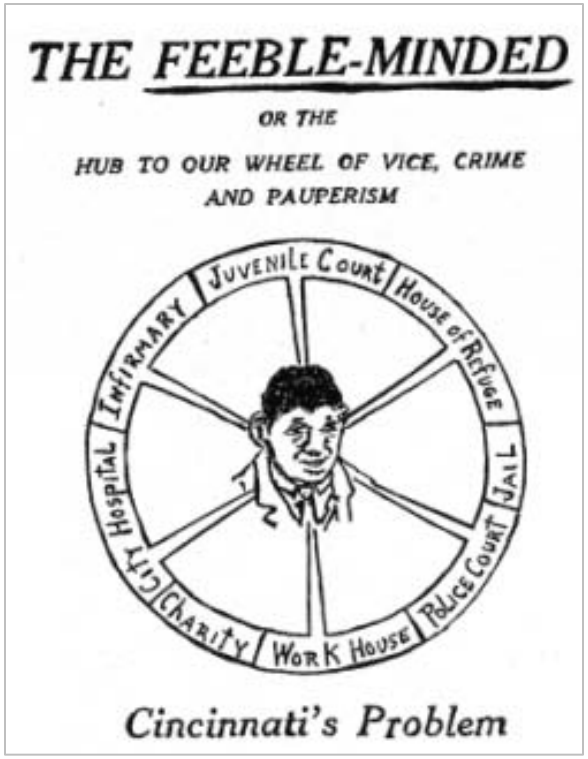
- historical movements toward inclusive education;
- definition and standards of inclusive educational systems.

Historical Pathway to Inclusive Educational Systems



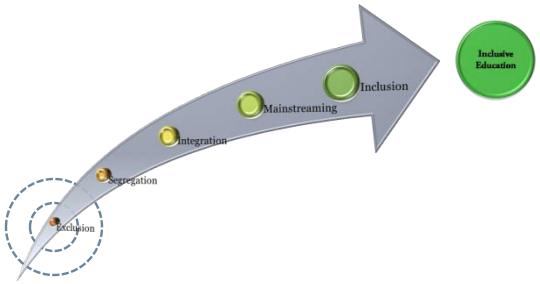
Inclusive Education

Exclusion



1915

1949



1911

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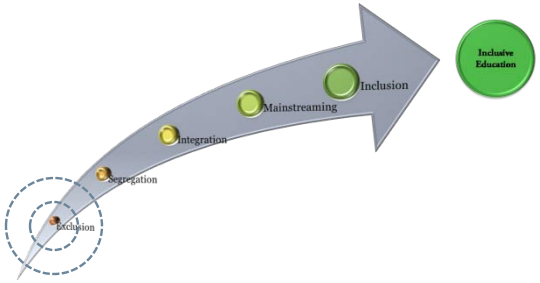
Exclusion

Institutions for Feeble-Minded, 1950s

1963

1974



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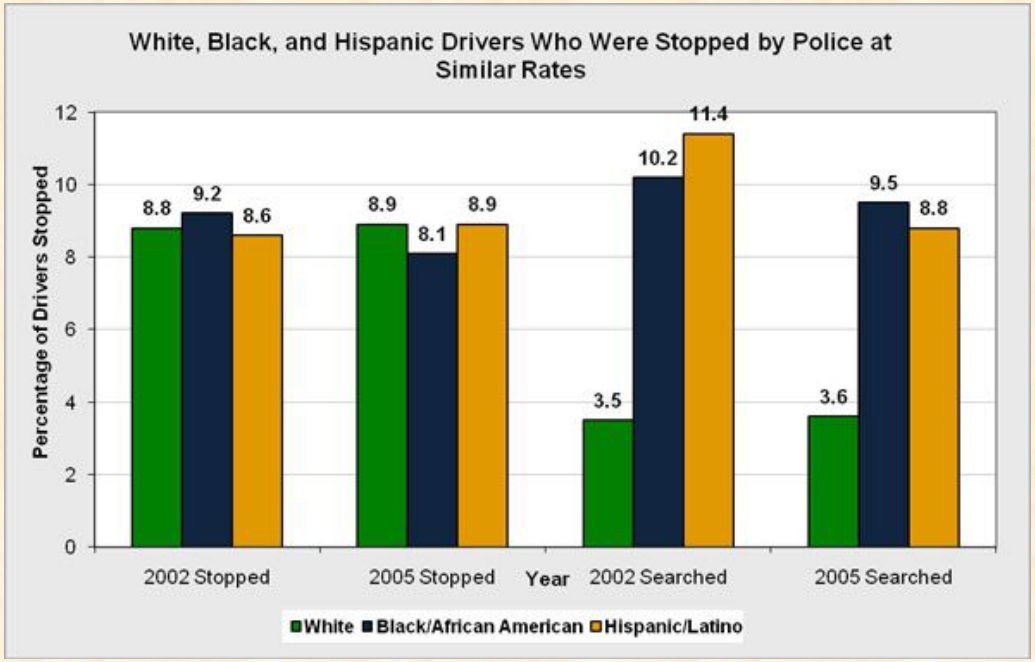
Exclusion: Today



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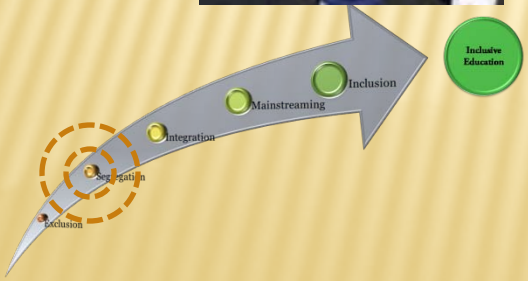
Segregation



Segregation

- 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.

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

"WE ALWAYS TELL OUR CHILDREN THEY ARE AMERICANS."–FELICITAS MENDEZ

MENDEZ VS. WESTMINSTER (1945)

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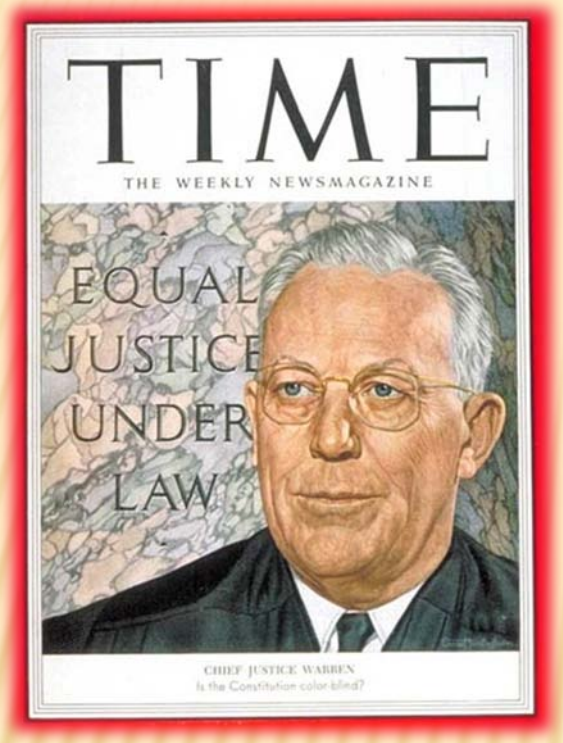
Segregation



- 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

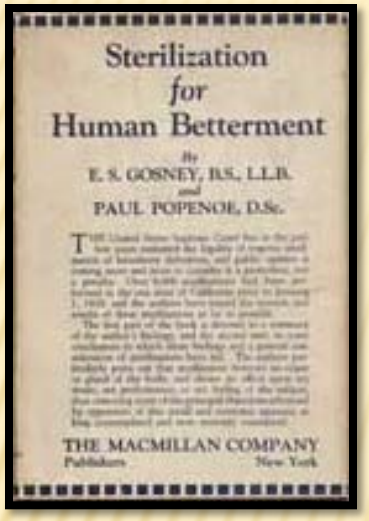
Segregation

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

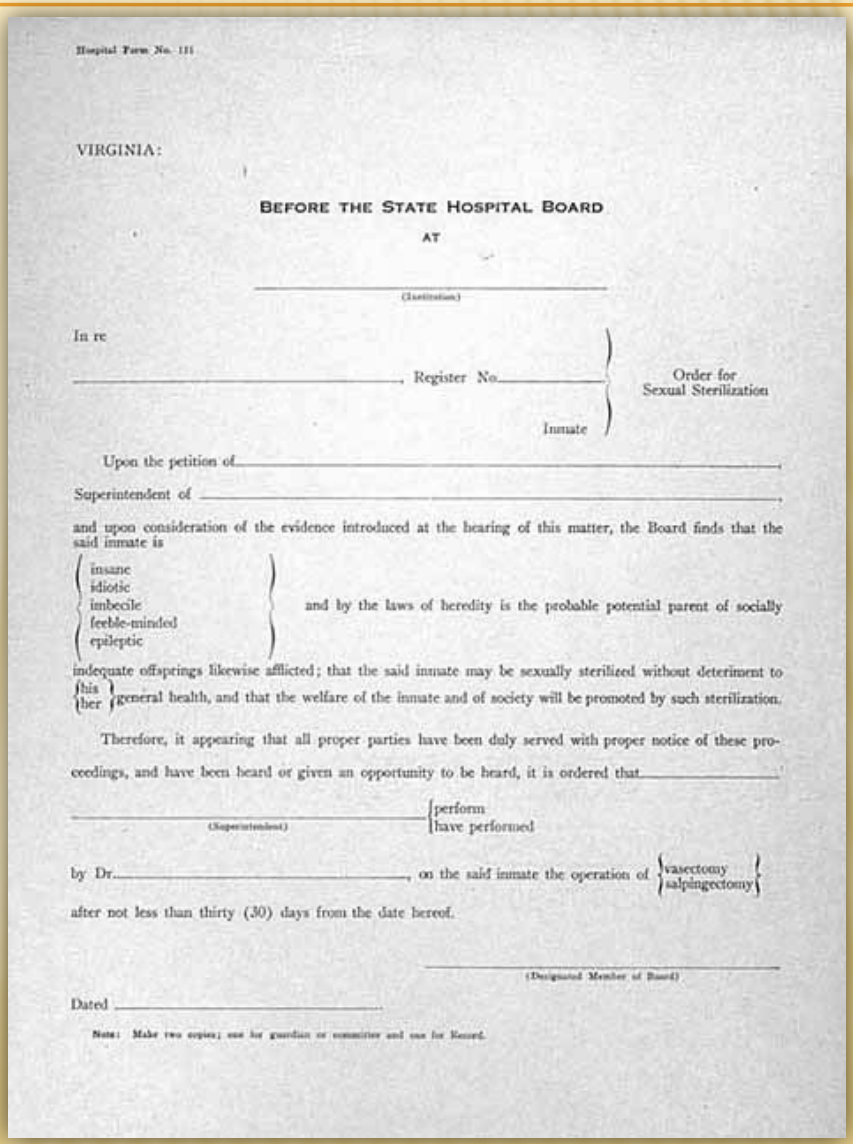
Broken school bus for Negro Schools, Louisa County, 1935

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.

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



Hospital Form No. 111

VIRGINIA:

BEFORE THE STATE HOSPITAL BOARD

AT

_____
(Institution)

In re

_____, Register No._____
Inmate

Order for Sexual Sterilization

Upon the petition of_____

Superintendent of _____

and upon consideration of the evidence introduced at the hearing of this matter, the Board finds that the said inmate is

{ insane / idiotic / imbecile / feeble-minded / epileptic }

and by the laws of heredity is the probable potential parent of socially inadequate offsprings likewise afflicted; that the said inmate may be sexually sterilized without detriment to {his / her} general health, and that the welfare of the inmate and of society will be promoted by such sterilization.

Therefore, it appearing that all proper parties have been duly served with proper notice of these proceedings, and have been heard or given an opportunity to be heard, it is ordered that_____

_____ {perform / have performed}
(Superintendent)

by Dr._____, on the said inmate the operation of {vasectomy / salpingectomy}

after not less than thirty (30) days from the date hereof.

_____
(Designated Member of Board)

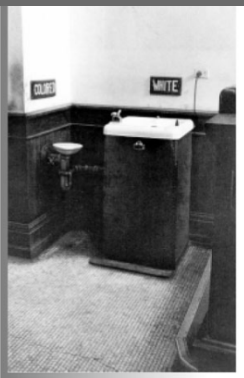
Dated _____

Note: Make two copies; one for guardian or committee and one for Record.

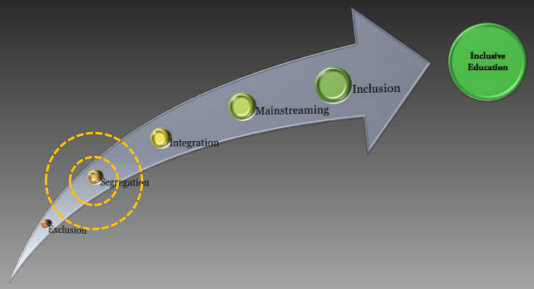
Segregation

- 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

Segregation: 2010



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



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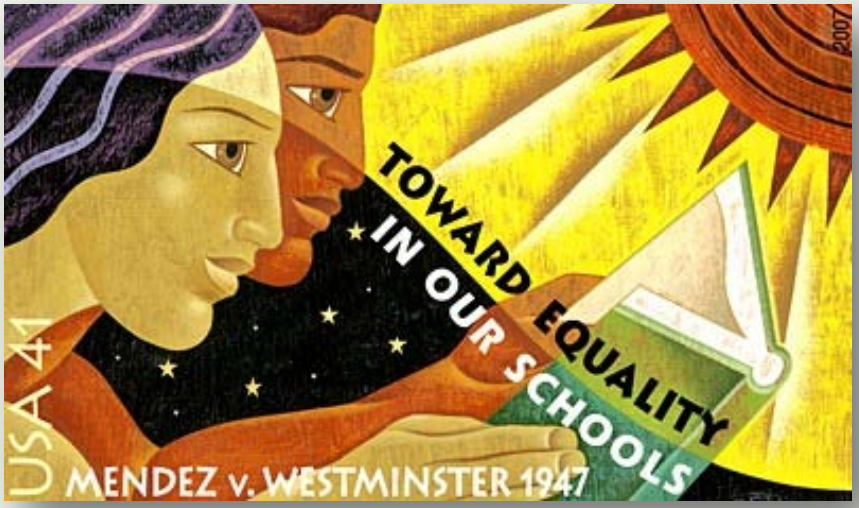
Integration



School Segregation Banned, the *Topeka State Journal*. Courtesy Kansas State Historical Society

FOLKS AND THINGS

By 2054 This Bill Should Be Terrific

STATE THE TOPEKA JOURNAL

Home Edition

FIVE CENTS

SCHOOL SEGREGATION BANNED

Turnpike Bonds

Supreme Court Refutes Doctrine of Separate but Equal Education

High Tribunal Fails to Specify When Practice of Dual Schools Must Be Dropped by States

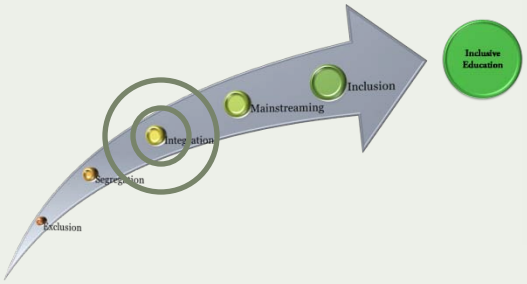
Court Ruling Hailed

...regation Already Ending

School Officials

"Today, education is perhaps the most important function of state and local government. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society... WE CONCLUDE THAT IN THE FIELD OF PUBLIC EDUCATION THE DOCTRINE OF 'SEPARATE BUT EQUAL' HAS NO PLACE. SEPARATE EDUCATIONAL FACILITIES ARE INHERENTLY UNEQUAL."

Oliver L. Brown, et al. vs Board of Education of Topeka, Kansas, United States Supreme Court, May 17, 1954.



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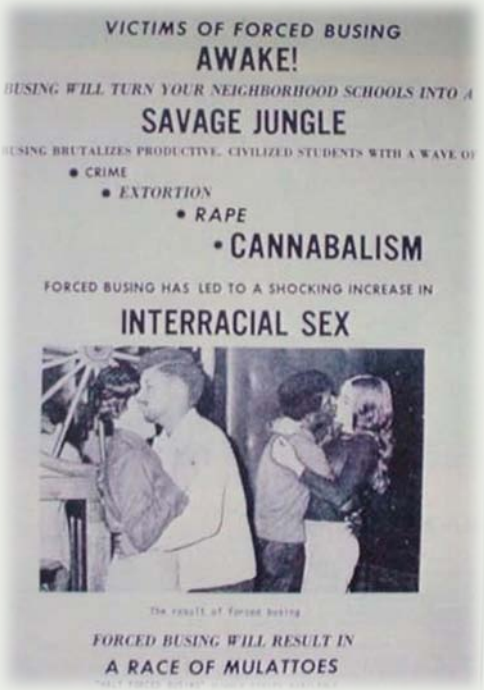
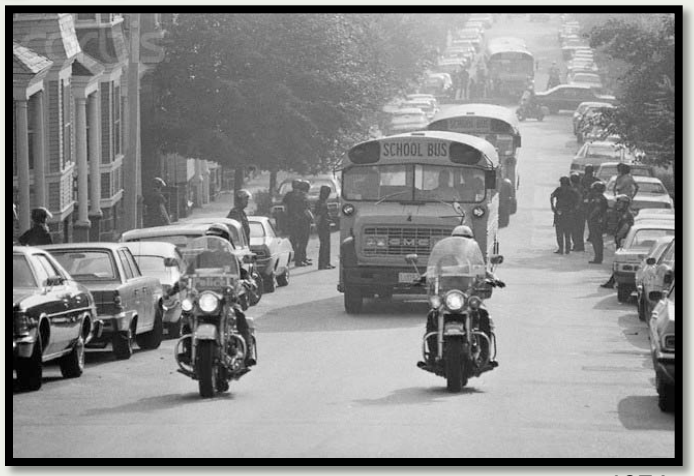
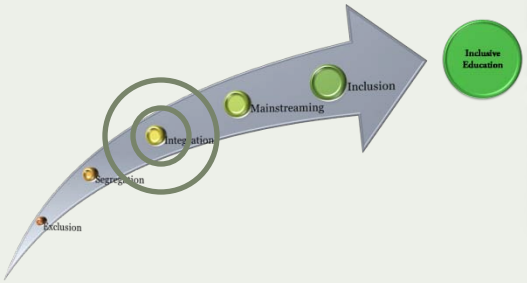
Integration



1969



1974



1977

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)

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Integration

Four Purposes of PL 94-142

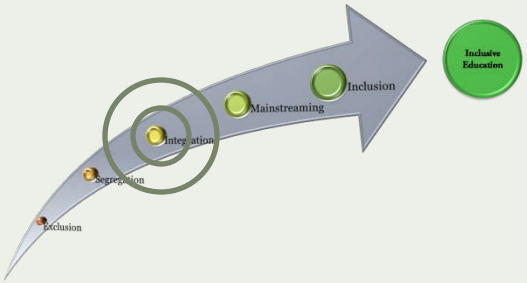
•"to assure that *all children with disabilities* have available to them…a free appropriate public education which emphasizes special education and related services designed to meet their unique needs"

•"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."

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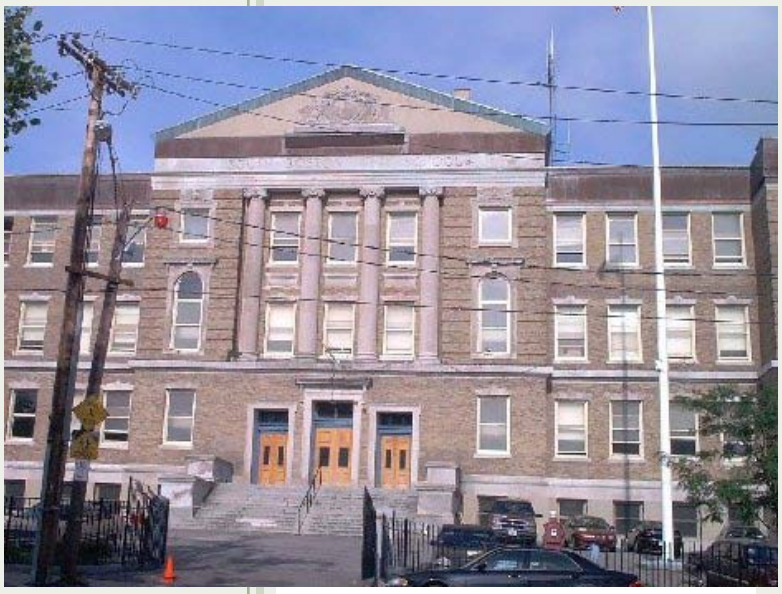
Integration

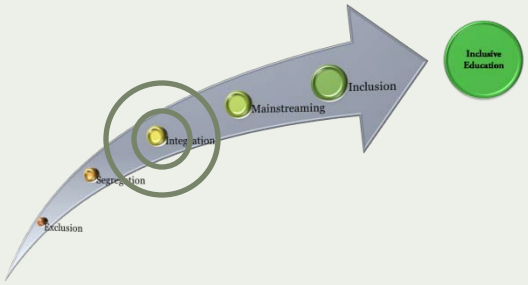
- Have we moved beyond these past events' effects?
  - Example: Boston busing
    - in decline
    - "White Flight"
- 2001: South Boston High
  → 3 separate schools
- Tracking? (Jeannie Oakes)



EXCEL ACADEMY CHARTER SCHOOL

MONUMENT HIGH SCHOOL
SOUTH BOSTON

ODYSSEY HS



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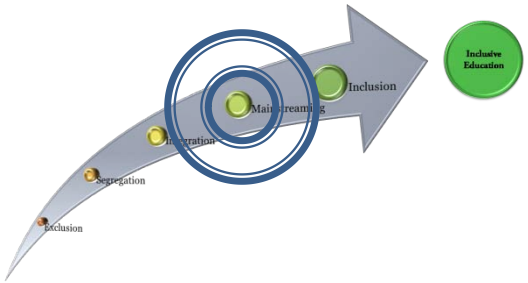
Mainstreaming

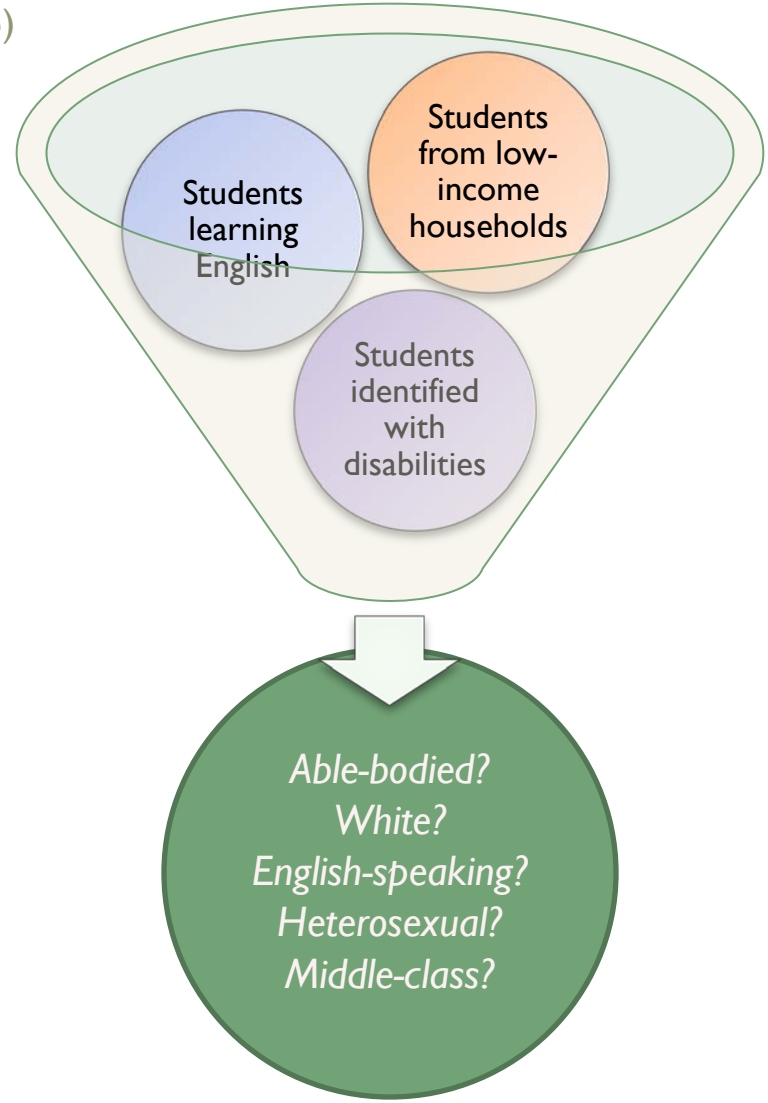
- 1990s IDEA
- Students with disabilities moved out of segregated classrooms
  - At least part of the day
  - Usually during electives
- Became seen as social aspect not academic

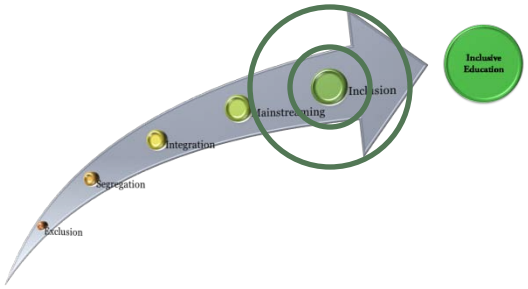


Inclusion

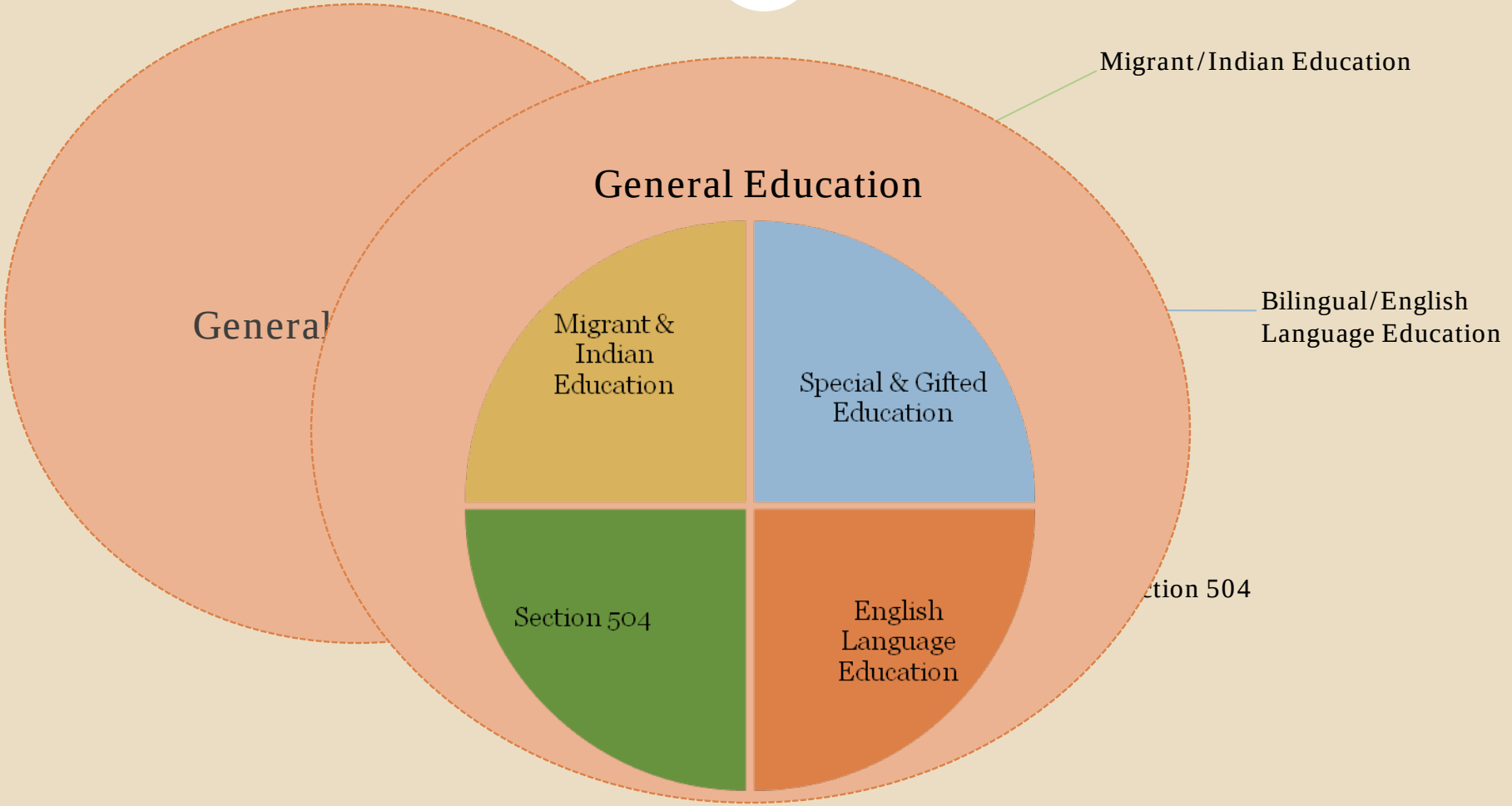
When we talk of including, **into what** do we seek to include?

(Graham & Slee, 2005)





Inclusive Education



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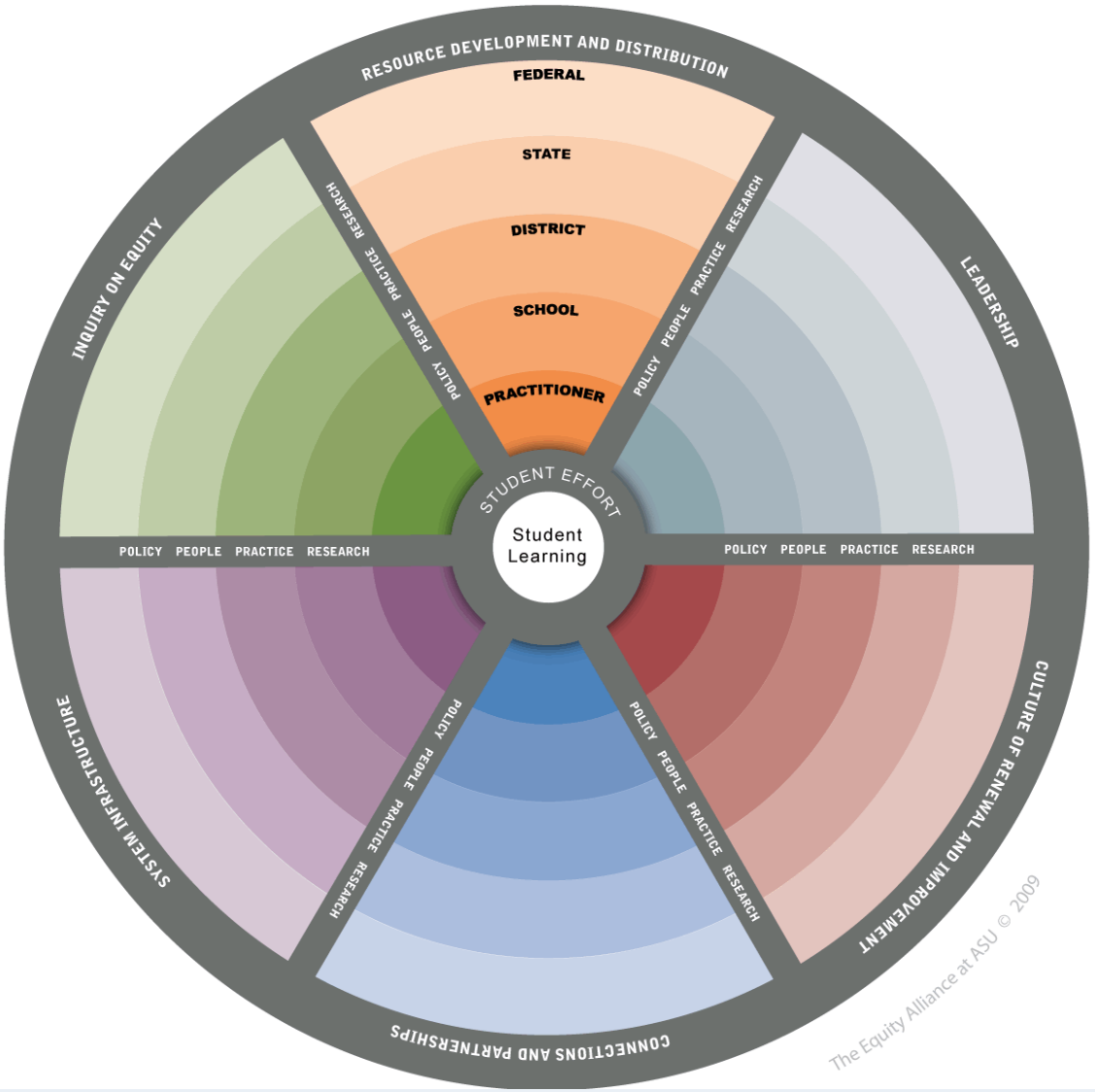
Inclusive Educational Systems



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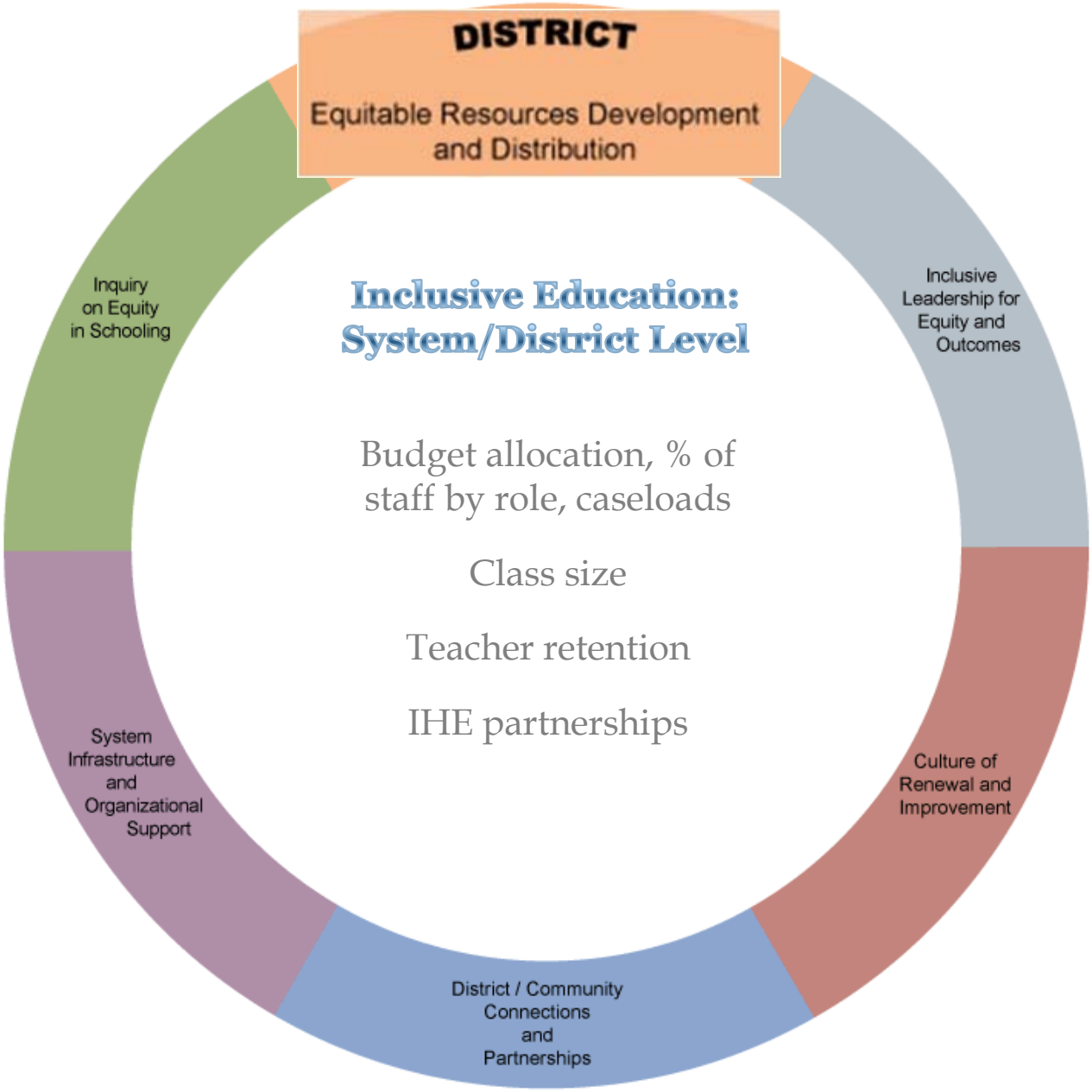

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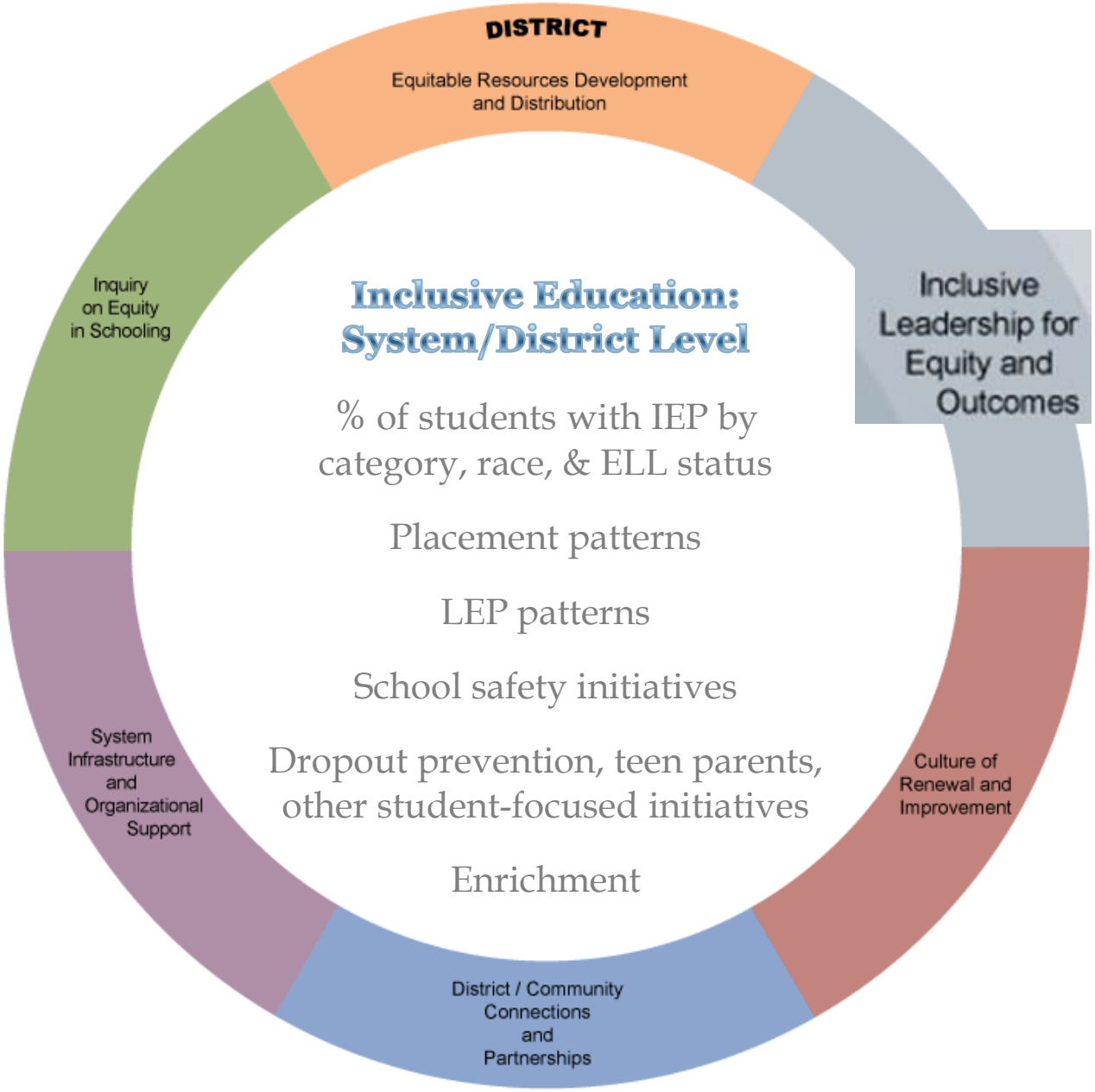

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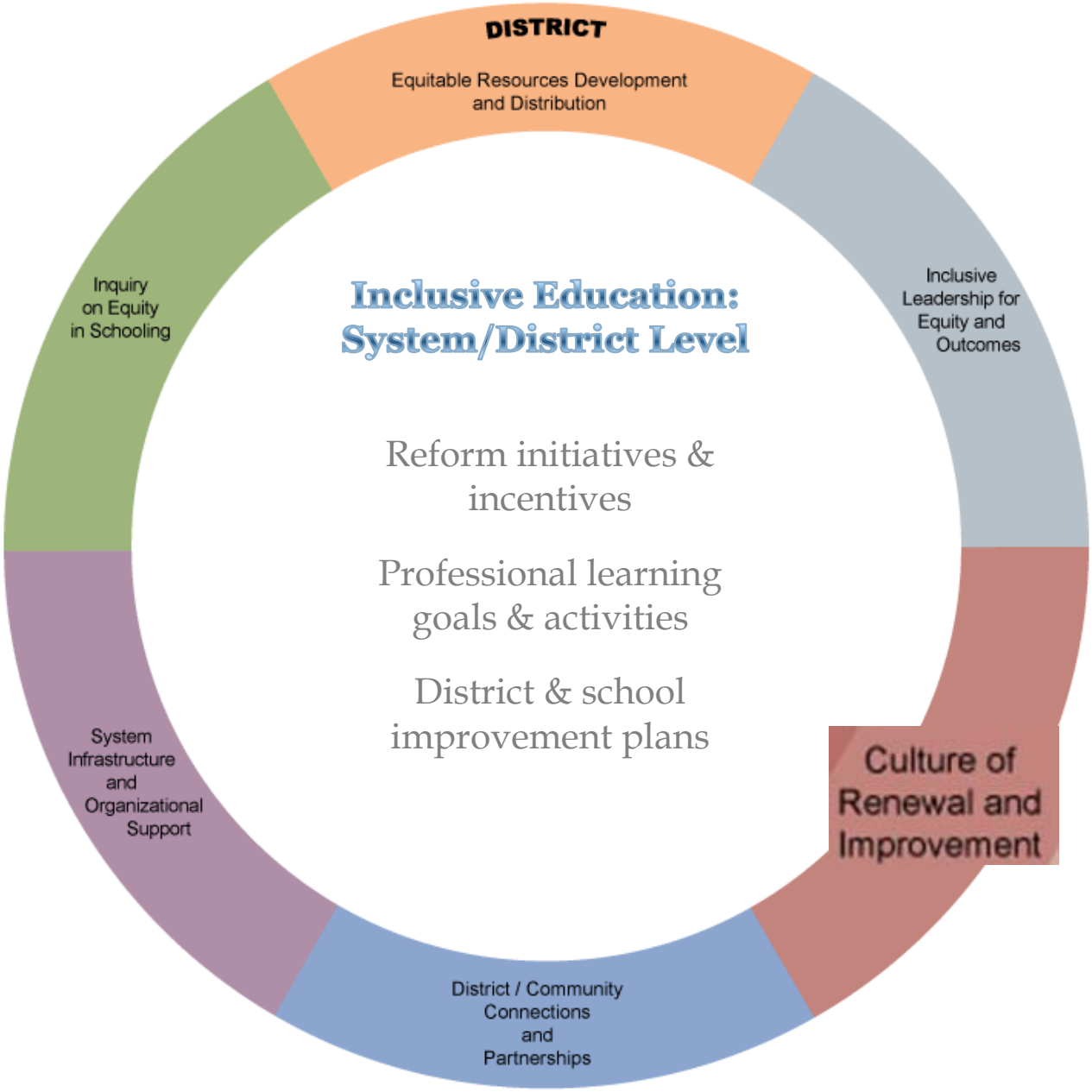

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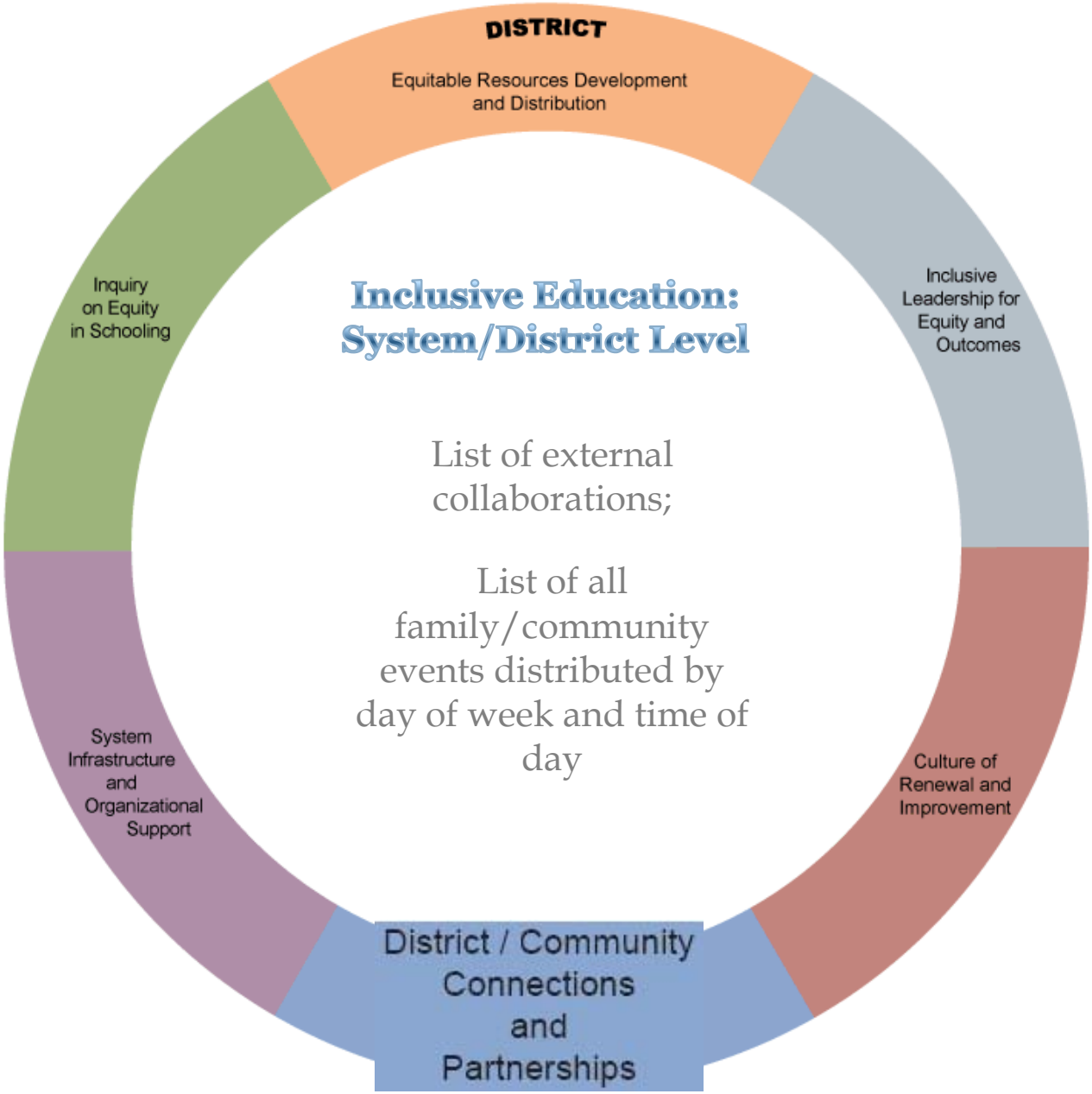

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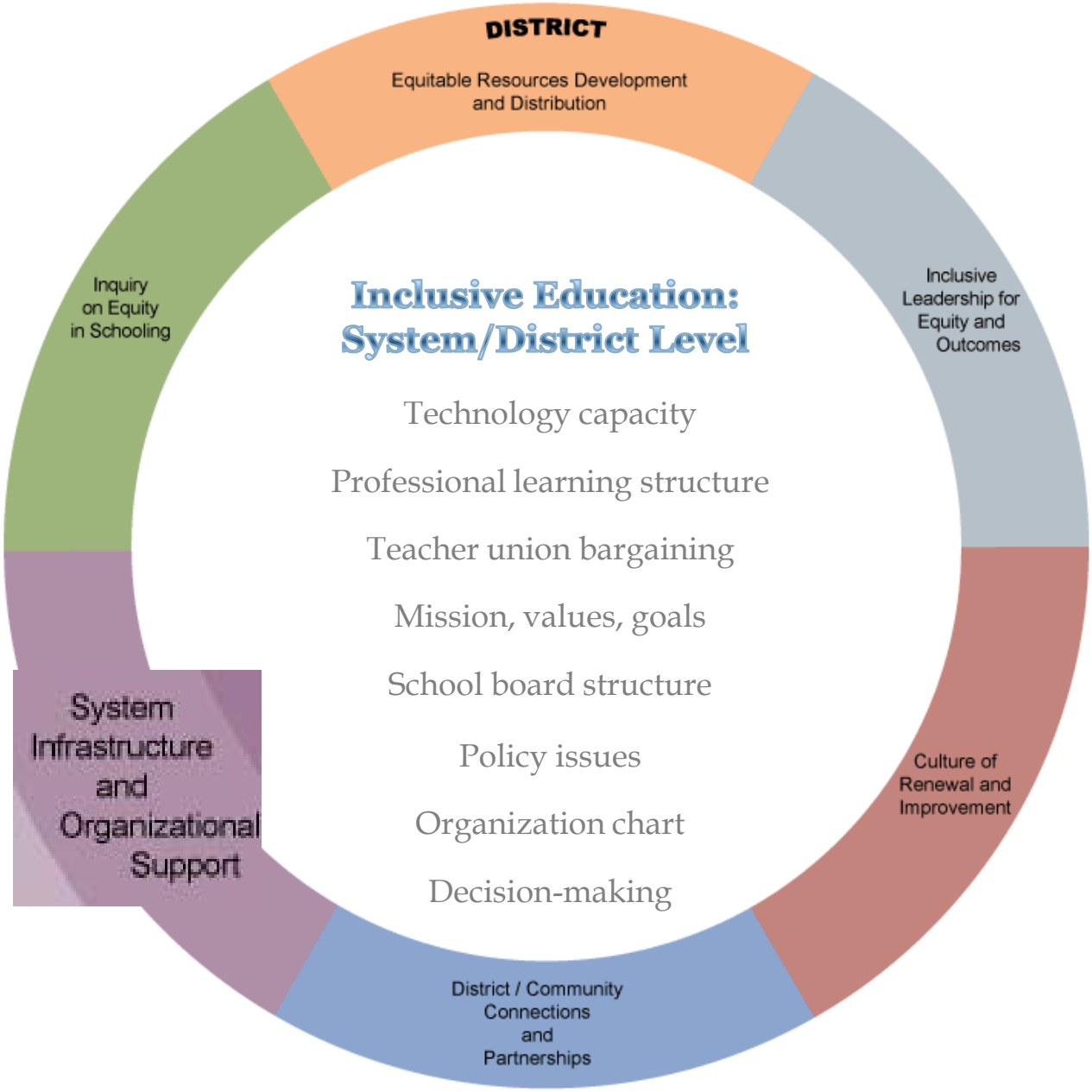

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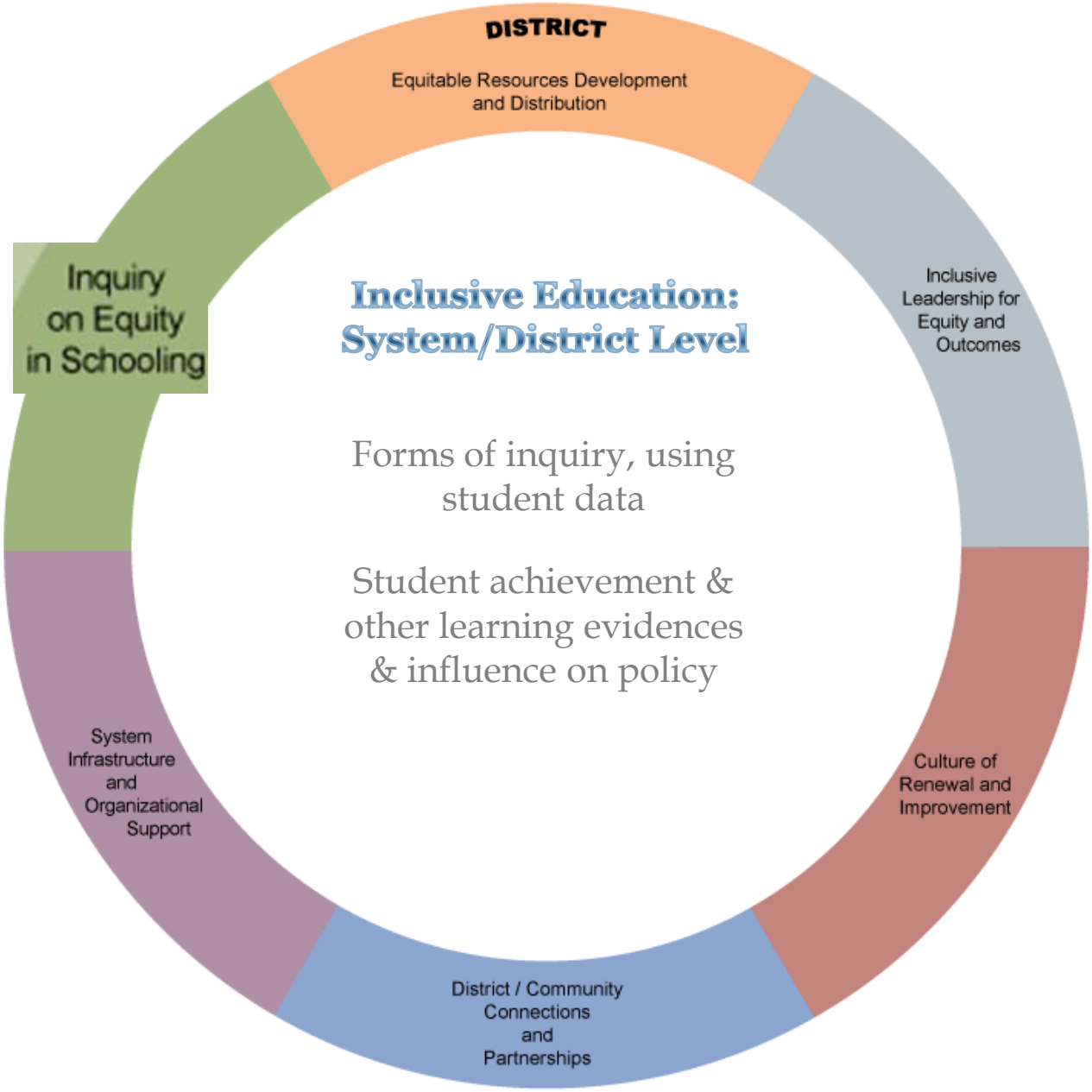

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Activity 2: Pathways to Inclusive Education

Standard	Beginning	Developing	At Standard	Leading
1.Resource Development & Allocation	The district provides schools information about external funding sources. Some support is available for grant writing and technical assistance.	Internal and external resources are identified by district for the purpose of improved alignment of funding.	Technical assistance and professional learning opportunities and funds are available based on a basis of school-by-school need for improvement.	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.
Districts strategically and flexibly develop and allocate resources to support the work of schools.	Resources to schools are provided uniformly.	Equitable school funding is considered important for achieving high outcomes for all students; the district develops a plan for leveraging available resources.	The district brokers resources from a variety of sources to support school improvement plans and efforts.	Staffing resources are allocated to increase the number of high quality teachers assigned to struggling schools.
	Retention of dual certified teachers is viewed as the purview of the school.	The district seeks out the unions for input on teacher retention, attrition, and other issues.	The district actively collaborates with union personnel for the purpose of retaining quality staff.	Resources from externally funded projects and initiatives are leveraged with other resources.
	Unions and district maintain separate agendas.			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.

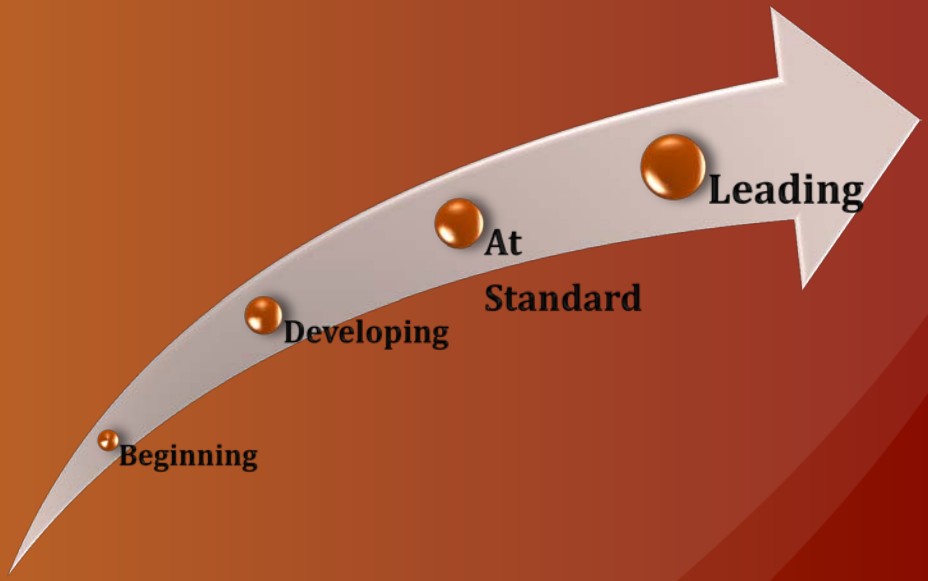
Activity 2: Pathways to Inclusive Education

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	

- Use table *(pictured)*
  - Identify where your district is at each focus area & within each standard
  - Identify evidence that supports your claim.

Activity 2: Pathways to Inclusive Education

- Whole group
  - Reconvene
  - Each small group share
    - 1 standard of choice
    - Where you are on pathway to an inclusive educational system?
    - What evidence you used to support your selection?



Lecturette 2

EQUITY ALLIANCE AT ASU

Why Inclusive Education?

It's an Equity Matter!

Lecturette Outcome

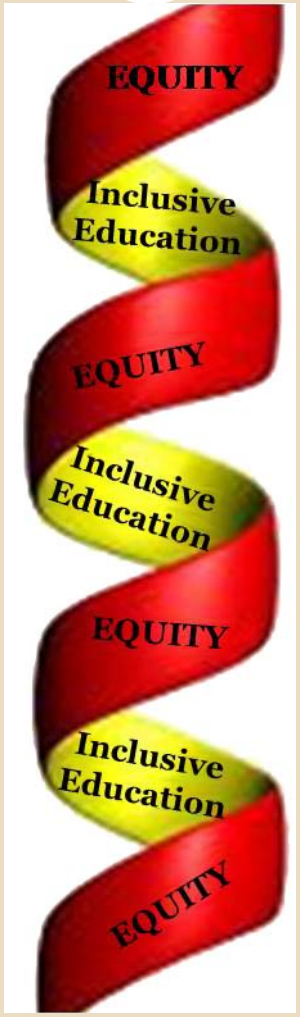
Participants will:

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

Equity

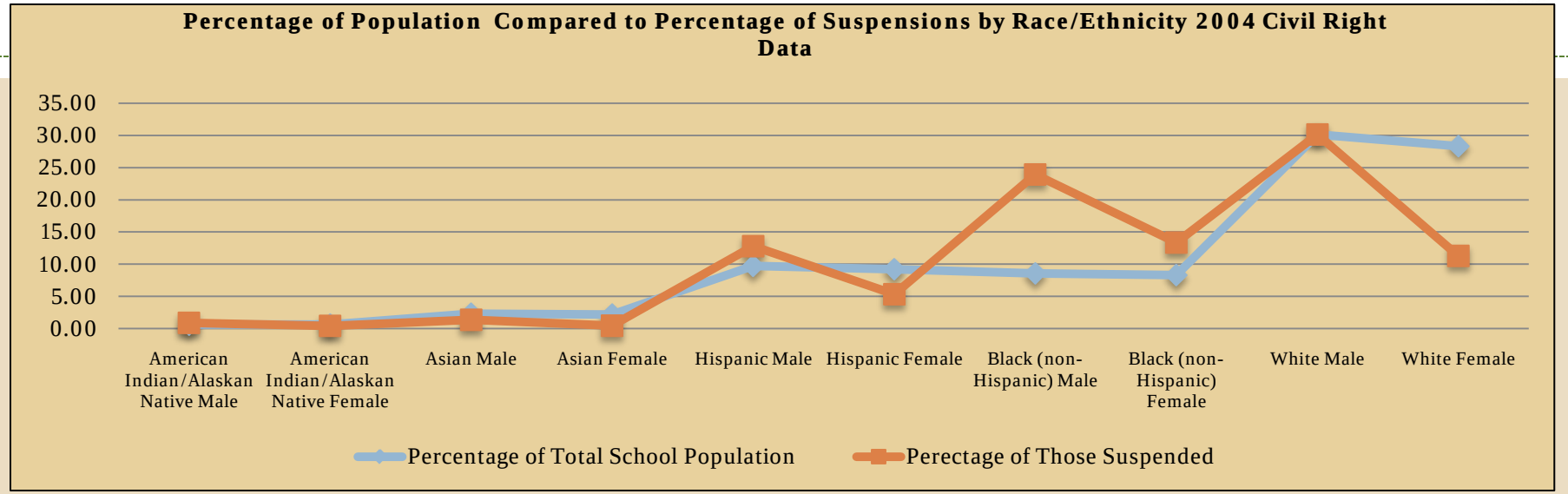
Equity is measured by the degree to which all students feel that they belong, are included, and are empowered.

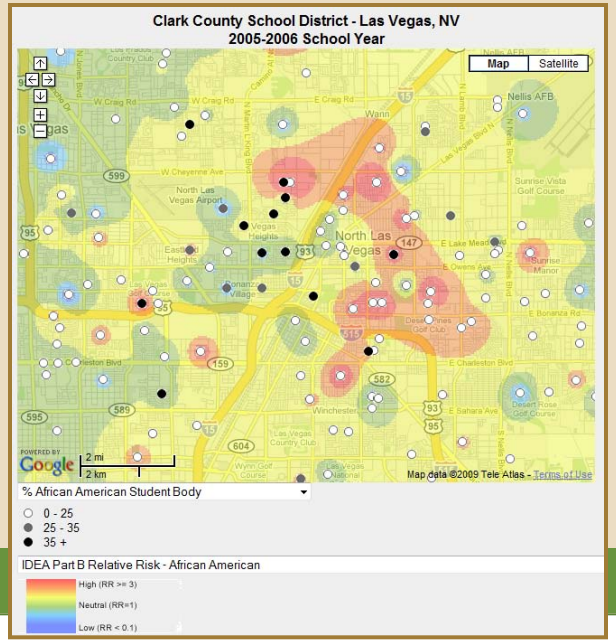
Inclusive Education = Equity Imperative

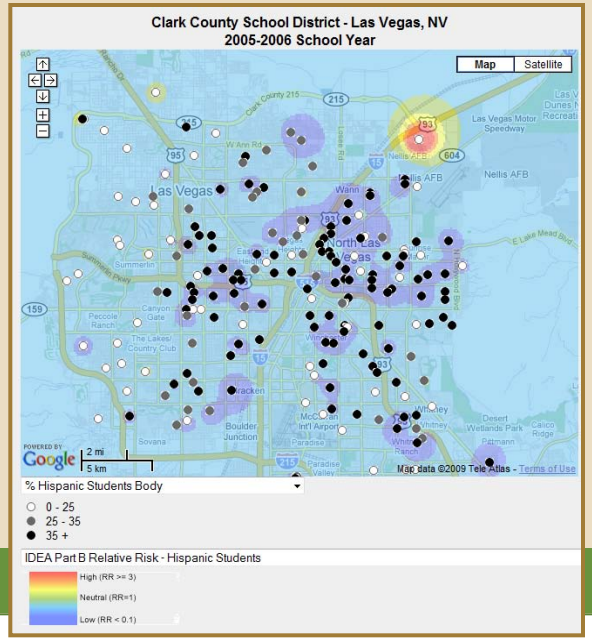


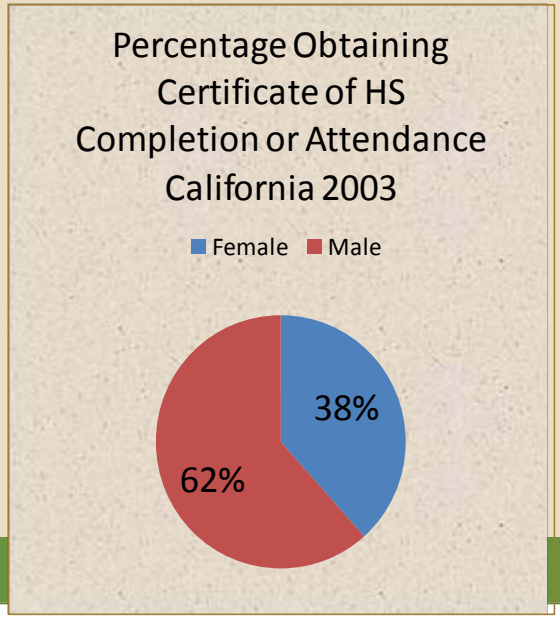
Data as Rationale for Inclusive Schools

EQUITY ALLIANCE AT ASU









Inclusive Education is a Human Right

EQUITY ALLIANCE AT ASU

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.

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

60 UNIVERSAL DECLARATION OF HUMAN RIGHTS

Dignity and justice for all of us

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

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**.

District Policy, Priorities, & Placements

EQUITY ALLIANCE AT ASU

Policies and Priorities

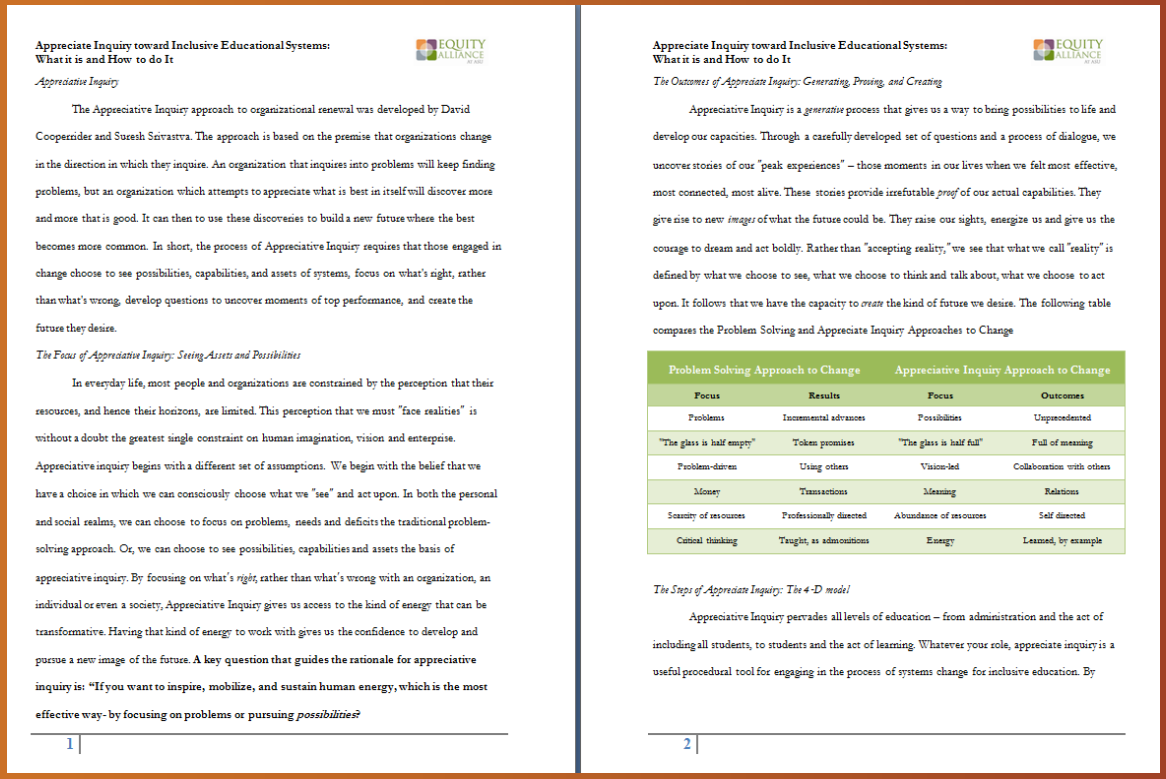
- Inclusive vision and priorities
- All administrators committed to and responsible for inclusive education for all students
- Professional learning on inclusive education provided for all school personnel

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: Appreciative Inquiry
Moving Forward without Losing the Past



Appreciate Inquiry toward Inclusive Educational Systems: What it is and How to do It

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*?**

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Appreciate Inquiry toward Inclusive Educational Systems: What it is and How to do It

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

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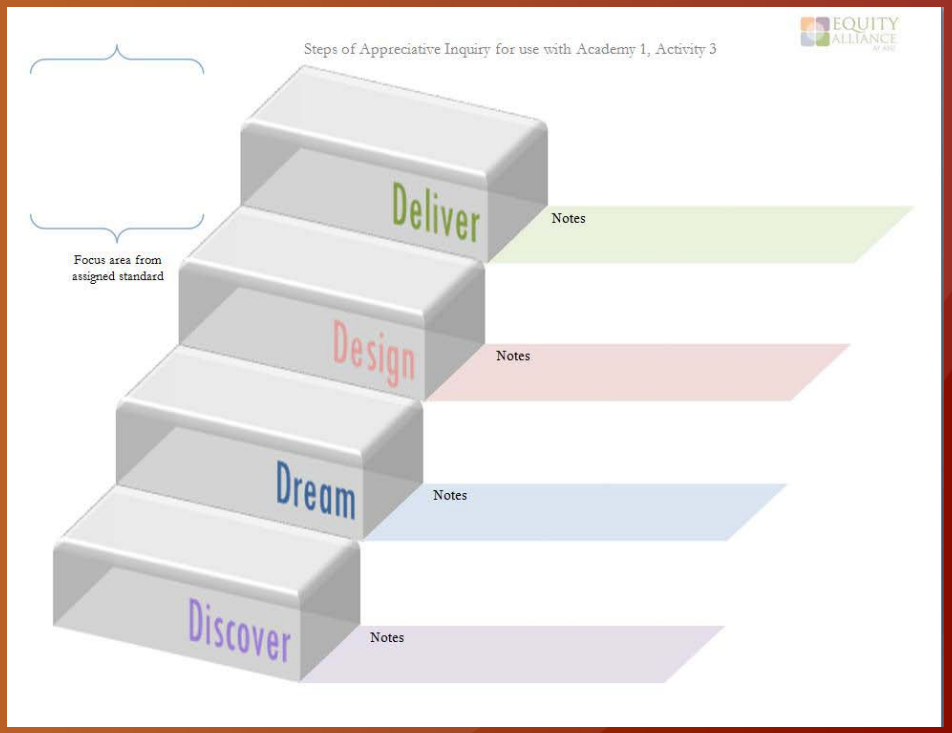
- Individually, read a short brief on appreciate inquiry.
- Includes the 4-D framework :Discover, Dream, Design, Deliver
- **Click here** for audio version.

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.



Leave Taking

- Self-Assessment
- Debrief
- Equity Academy Evaluation