INCLUSIVE EDUCATION FOR EQUITY
PROFESSIONAL LEARNING FOR EQUITY MODULE

EQUITY ALLIANCE
AT ASU

Academy 2: Exploring Inclusive Practices in Schools

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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Academy 2: Exploring Inclusive Practices in Schools

We strive to produce the most reliable and current academies possible. Therefore, our academies are updated regularly based on facilitator and participant feedback, on subject-matter expert input, and on up-to-date research. You will find the version of this academy on the Table of Contents page. Please check our web site regularly – www.equityallianceatasu.org - to find new versions and addenda to this academy.

Equity Module: Inclusive Education for Equity
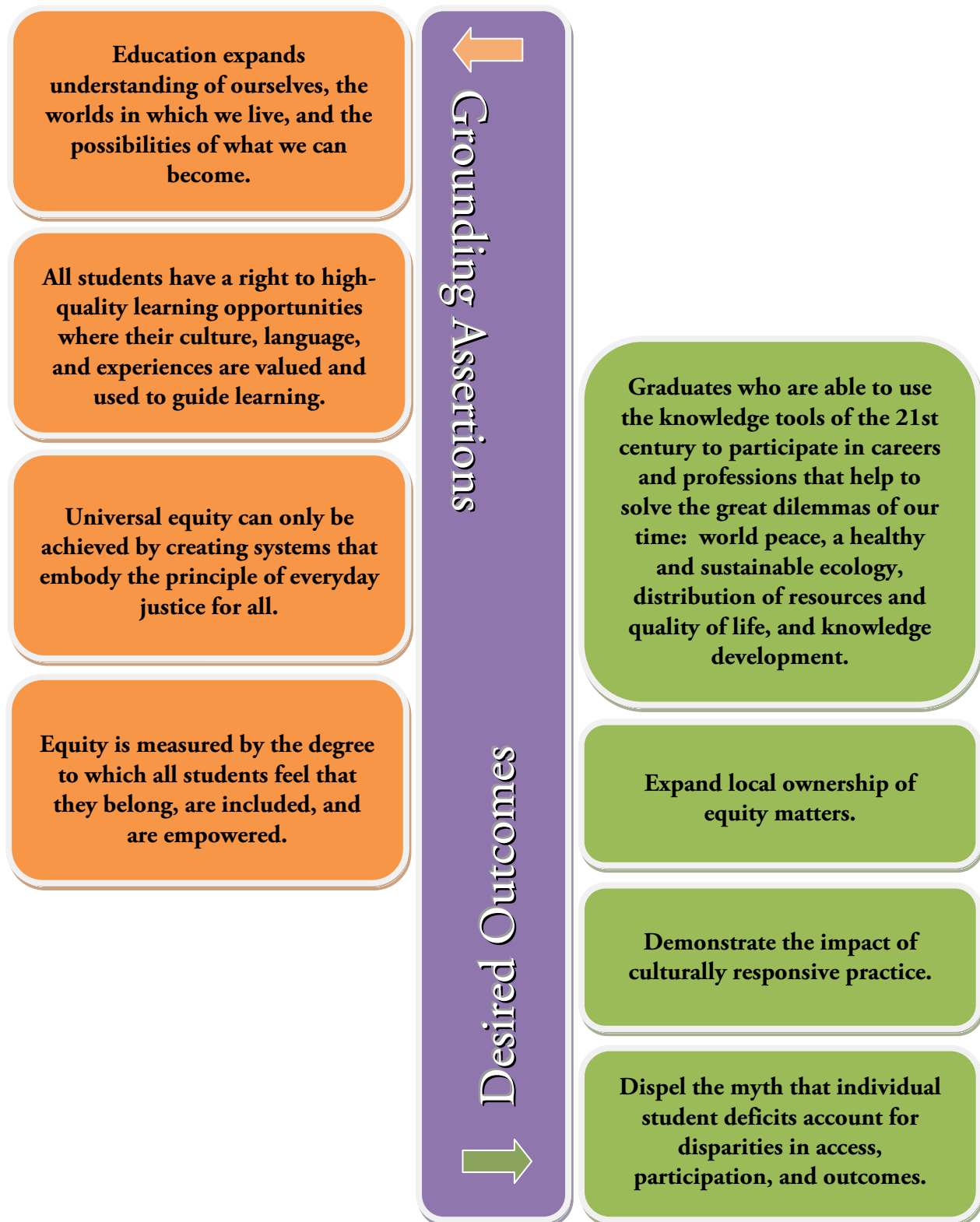### Academy 2: Exploring Inclusive Practices in Schools- Where Everyone Belongs and Shares in Learning

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

Grounding Assertions

Education expands understanding of ourselves, the worlds in which we live, and the possibilities of what we can become.

All students have a right to high-quality learning opportunities where their culture, language, and experiences are valued and used to guide learning.

Universal equity can only be achieved by creating systems that embody the principle of everyday justice for all.

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

Desired Outcomes

Graduates who are able to use the knowledge tools of the 21st century to participate in careers and professions that help to solve the great dilemmas of our time: world peace, a healthy and sustainable ecology, distribution of resources and quality of life, and knowledge development.

Expand local ownership of equity matters.

Demonstrate the impact of culturally responsive practice.

Dispel the myth that individual student deficits account for disparities in access, participation, and 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 those interested in career-long learning about education, including all roles and candidates in the education profession, as well as 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 these modules 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 delves into how to build inclusive schools and what they look like. Participants will learn about, reflect upon, and discuss information about the diversity students, families and educators bring into schools from and how it is critical that schools are ready to educate all students by building on their cultural and linguistic assets. Examples are presented about how to shift one's thinking so that schools can expand upon what is already in place to create a more inclusive setting. Additionally, participants will develop understanding of how to commit to equity and apply their shifts in thinking to curriculum, co-teaching, professional learning, and school/family connections. Participants will apply what they have learned to the assessment of their own schools' progress, and brainstorm teaming strategies to address areas of need which they have indentified.

Equity Academy Outcomes:

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

- learn and generate ideas about the supports they need at the school organizational level in order to be effective with all students; and

- consider where changes need to be made, from physical space in schools to shifts in educators' thinking, related to inclusive education.

Equity Academy Agenda:

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

Time	Event
15 min.	Introduction & Greeting
25 min.	Activity 1: Structure and Use of Space and Time in Inclusive Schools
20 min.	Lecturette 1: Shifts in Thinking and Practices that Support Inclusive Schools
25 min.	Activity 2: Finding the Seeds of Inclusive Change in Your School
10 min.	*Break*
20 min.	Lecturette 2: Characteristics of Inclusive Schools
25 min.	Activity 3: Appreciative Inquiry
15 min.	*Leave-taking & Feedback*

Tips for Facilitating Professional Learning for Equity Modules

FACILITATOR NOTES: You may be reading this because you are leading the professional learning efforts around this module at your school, district, or educational site. Each Facilitator Manual provides detailed information about every aspect of an academy from the academy outcomes through the academy content and, finally, evaluations. In most cases, you will follow the same process when presenting every academy: (1) Introduction to *Equity Alliance at ASU* Professional Learning Modules for Equity; (2) Equity Academy Overview; (3) Equity Academy Session; (4) Self-evaluation; and (5) Equity Academy Evaluation.

Please make sure that you prepare for each academy by reviewing all the materials: Facilitator Manual, lecturette presentation, lesson plans, activity handouts, and participant materials. More than likely, there are lots more notes provided for each Equity Academy Session than you may need to present this module effectively. We have covered extensively the content provided in this Academy, so that even someone who is not very familiar with the topic is able to facilitate a community's learning around the topic. The notes *ARE NOT MEANT TO BE READ* as someone might read a script. Instead, they are meant to familiarize the facilitator, before leading the module, with the content. If you have questions or comments about this or any other academy, please contact the *Equity Alliance at ASU* (joetta@equityallianceatasu.org). We welcome your questions, suggestions, and feedback!

Before delving into the flow of the Professional Learning Modules for Equity, please read through the following tips that can help you and your participants get comfortable and maintain focus on learning and growing. We hope that you enjoy facilitating these learning opportunities as much as we have. Any time you see the Facilitator Note Icon (the notebook pictured to the left), we provide a tip or instruction for leading the conversation.

TIPS FOR GETTING STARTED: Before participants arrive, set up the room at a comfortable temperature and with table and chair arrangement that is conducive to communication. Introduce the Equity Academy facilitators, and provide an overview of *Equity Alliance at ASU* and sponsors of the Equity Academy. Talk a bit about what a Professional Learning Module for Equity is, its structure, how it is designed, and present the academy topic and outcomes. Explain the roles the facilitators will play and have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. The PowerPoint for each academy of the module includes introductory slides.

TIPS FOR MOVING THINGS ALONG: Included in the academy is a time schedule for activities– stick to it! Try to begin and end on time, and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as needed. During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To "cut people off" politely, ask others what they think or ask a questions to get the discussion moving in a different direction.

TIPS FOR MANAGING ACTIVITIES: Whenever you see the icon pictured to the left, you will shift the group from a lecturette to an activity, and find directions for leading that activity. Before beginning, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions. If necessary, have each group select a person who will take notes and report to the larger group the outcomes of their discussion or work. While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don't interfere in the group process unless they need assistance.

TIPS FOR LECTURETTES: Practice timing yourself so you don't run over the allotted period. Copies of the PowerPoint slides and facilitator notes are provided in this manual. Each slide is accompanied by a lecturette icon (as seen on the right), a pause for questions and answers is identified by a question icon (seen below in the "tips for participant questions" section), and a stop sign icon indicates a participant activity.

TIPS FOR PARTICIPANT QUESTIONS: Space is included in the participant materials for note-taking. Urge participants to jot down notes and save their questions for the Q and A periods so the Equity Academy does not run over the allotted time.

TIPS FOR LEAVE-TAKING: To wrap things up, ask people to take a minute to think about what they learned during the Equity Academy. Ask the participants to complete the self-assessment and share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. Ask participants to complete the Academy Evaluation before they leave as a way to improve future academies.

Special Facilitation Tips for Talking About Potentially Emotional Topics:

Facilitating conversations about equity, culture, race, power, and privilege requires a set of skills that may be different from other facilitation/training experiences you have had in the past. These topics often stir up strong emotions and reactions. Be prepared to diffuse and redirect anger or attacks, and support individuals who are struggling with feelings of guilt, shame, anger, sadness, and defensiveness.

To facilitate these equity conversations requires that you:

- Have read sufficient background material from the reference list provided in the academy.
- Have a well-developed understanding of your own identity and culture, and be willing to share those experiences with others.
- Can hold multiple perspectives.
- Are able to remain objective and not take comments personally (compassionate detachment) and utilize active listening.

Tips for facilitating difficult conversations:

- Don't ignore a conflict between participants if one arises, for such a situation will not disappear on its own. Invite participants to respectfully share and explore each point of view in order to ensure they are heard.
- Recognize and acknowledge how the conflict is affecting others in the group. Invite group members to share emotions, thoughts, and solutions.
- Encourage each member to allow others to be heard in the group.
- Create a work environment in which healthy conflict is encouraged. Conflicts can enhance discussion by spurring productive discussions and engaging participants emotionally.
- Set clear expectations about how participants should approach sensitive topics. For example, create a group norm that conflict around ideas and direction is expected and that personal attacks are not tolerated.
- Reward, recognize, and thank people who are willing to take a stand and support their position.

If you think you have some growing you need to do on any of the above items, please spend some time on the following websites before moving on to facilitate the Academy

Resources:
http://humanresources.about.com/od/managementtips/a/conflict_solue.htm

http://humanresources.about.com/cs/conflictresolves/l/aa071002a.htm

Equity Academy Materials

You should have these materials prior to conducting the Equity Academy:

Facilitator Manual (This document)

We recommend you print it out and put it in a three-ring binder for ease of use.

Academy PowerPoint

You will need access to a computer and projector for presenting the slides.

Participant Handouts

These are provided as a separate .pdf file and contain the Equity Academy overview and agenda, activity handouts, pictures of slides from the PowerPoint presentation, and space for note-taking, self-assessment and academy evaluations and resources. (Handouts can be copied double-sided and in black and white).

Name Tags

Make sure you have broad-tipped felt pens for name tags so that people write their names in large print that can be read from a distance).

Chart Paper

It is preferable that these are displayed on an easel or the type that can be stuck to the wall or other vertical surface

Broad Tip Marker

Use this to make notes on chart paper.

Sticky Notes

These come in handy for dividing participants into groupings by sticky note color on their chairs, for example, or for marking slides in the facilitator manual to come back to later.

Equity Academy Overview

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants. The overview provides you with Leadership Academy background information, this academy's purpose and outcomes, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.
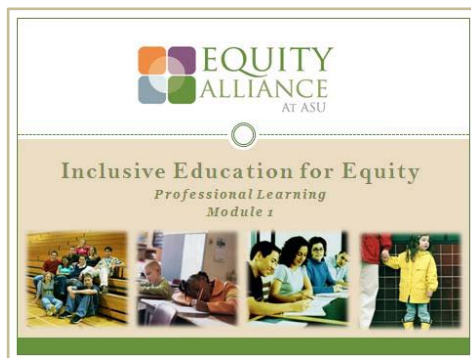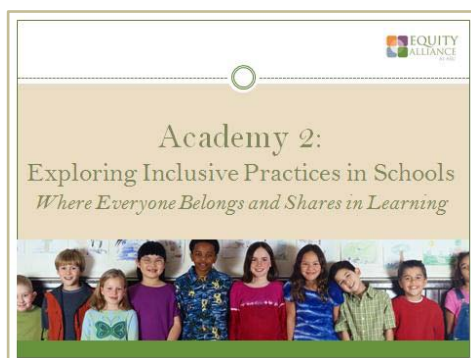
PowerPoint, Facilitator Manual, Projector

15 Minutes

Slide 1

Inclusive Education for Equity
Professional Learning Module 1

Slide 2

Academy 2:
Exploring Inclusive Practices in Schools
Where Everyone Belongs and Shares in Learning

Academy 2 Overview:
Students, families, and educators bring diversity to schools in many forms. It is critical that schools are prepared to educate all students to the highest standards, building on the cultural and linguistic assets that every student transports to school on a daily basis. Schools that are successful at meeting this challenge are schools where teachers and other practitioners have built their practice on universal designs for learning that create access

and opportunities to learn for each student.

 "An inclusive school is a place where everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met" (Stainback & Stainback, 1990, p. 3). However, schools have traditionally just focused on the majority of students, who are those in the center, so how do schools change to align practice with an inclusive mission and vision? This academy will focus on exactly that, the process of continuous improvement and renewal in schools toward becoming inclusive learning communities.

Slide 3

Introductions
Introduce yourself and any sponsors of this professional learning academy session. Then provide information on the *Equity Alliance at ASU* to the participants.
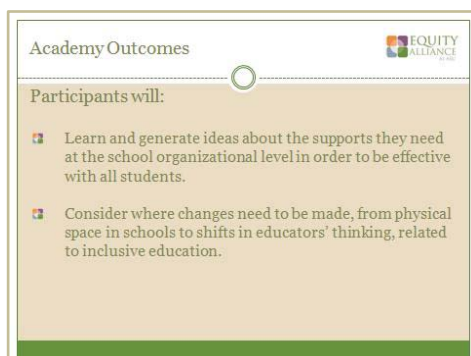
Slide 4

Introductions
Ask participants to introduce themselves, by letting people know where they are from and which roles they play, including responsibilities within their buildings. Also, ask participants to share what they hope to take away from today's session.

Slide 5

Academy Outcome
Participants in this Academy will learn and generate ideas about the supports they need at the school organizational level in order to be effective with all students.

Slide 6

Agenda
Review the agenda with participants.

Slide 7

Activity 1: Organizing Space, Time, and Personnel in Inclusive Schools
Handouts for this activity, along with facilitator instructions, are provided on the following pages.

25 minutes

Instructions for leading this activity are on the next page.

Activity 1: Organizing Space, Time, and Personnel in Inclusive Schools

Outcome: Participants will identify how elements of physical space and the daily schedule within a school give a clear message that the school is inclusive.

Participant Handouts; chart paper; broad tipped marker

In pairs, participants complete the **Organizing Space, Time, and Personnel for Inclusive Schools** table on the next page. They should notice that in each area, color-coded examples already are provided. Grounded in research on inclusive education and effective outcomes for all students, green examples are considered exemplary practices (even if you may not agree with these ideas, we ask that you consider these options and suspend your own beliefs for now), while yellow examples are often what one might find in schools at beginning stages of redesigning for inclusive education, but still require improvement. Red "examples" are *what not to do*.

In columns where there are any red or yellow examples, they are to use the empty green square to improve one of these towards more inclusive school practice in the organization of space, time, and personnel. In columns where there are only green examples, they should come up with a third green example of their own.

The following guides are provided for you, the facilitator, in the event that you need some ideas for helping participants come up with alternatives to yellow or red examples:

Alternatives to "Yellows"

Grade level planning time is incorporated into the school day and processes for effective use of this time are developed.

Better: Organization of the school day provides time for collaboration within and across grade levels.

Best: The school is effectively organized to maximize teacher collaboration across grade levels and feeder schools. Planning and reflection time are incorporated into the workday and focus on the improvement of student and adult learning.

Leadership team studies existing policies related to structure and use of time to assess how they might better facilitate improved student learning.

Better: Leadership team develops policies that support flexible use of schedules and assignments.

Best: Policies document the school's belief that schedules and assignments must be flexible to ensure effective use of school personnel and time in order to maximize student learning.

Special educators have offices, instead of classrooms, which are located in a wing of the main school building next to the counselors' and the school psychologist's offices.

Better: Special educators and general educators share classroom space.

Best: Special educators and general educators share classroom space, and other student support personnel offices are integrated throughout the school buildings, rather than clustered together.

Outdoor recreation areas used during recess are located in sand and uneven ground.

Better: Outdoor recreation areas are varied in surface, with some sandy areas, and some more solid areas to allow for physical access for students and teachers with mobility challenges.

Best: Outdoor recreation areas are universally designed so every area is accessible to all students and teachers. Also at each area are activity and equipment for students with varying physical characteristics, and that reinforce academic and experiential learning (e.g. volume, weights, and measures).

Alternatives to "Reds"

Special Area (e.g. art, PE) teachers maintain traditional roles as providers of a particular service, with little integration into classroom instruction.

Better: Leadership team develops a plan for integrating support services into classroom instruction time; study groups meet outside the workday to assess current use of support services.

Best: Special area teachers (e.g., special educators, English Language Acquisition teachers) and paraeducators participate in shared professional learning, co-planning, group teaching, student assessment, the compilation and review of student progress monitoring, and grading.

Safety policies are discussed only after a crisis or event occurs.

Better: Safety policies are discussed and reviewed annually to meet the changing needs of the school community.

Best: A plan for physical and emotional safety is in place for developing awareness, maintaining vigilance, improving efficiencies, practicing for emergencies, responding to emergency situations, and reviewing responses for improved performance.

The list of school rules created by school personnel is posted in each hallway.

Better: A list of school rules created by a teacher/student council that meets and reviews rules annually is posted in each hallway.

Best: Academic and social expectations are co-constructed with families, students, faculty, staff, and administrators. A variety of media on display throughout the day reference these expectations with examples of students engaged in meeting these expectations. The focus is on continuing to engage every student in making these commitments.

Students who are learning English are placed in separate classes for several hours a day, regardless of age, by level of English Proficiency, as measured by an assessment administered at the start of each school year.

Better: Students new to learning English learn core subjects in their 1st language while developing English-language proficiency in ESL classes. More advanced students study some core subjects in English with assistance of ESL teachers in "sheltered" classes. Eventually, English Learners join general education classes: first, math and science and, later, social studies and language arts.

Best: Bilingual education, defined as the teaching of, and in two languages, is presented as a valuable part of the formal education offered to all students.

Academy 2
Activity 1: Organizing Space, Time and Personnel in Inclusive Schools

Inclusive schools require thoughtful design. When the *design* of schools makes sense, it enables teachers to work in ways that support inclusive teaching and learning. The use of time, space, and personnel is a critical piece of *Organizing* for Inclusive Education.

Directions: In pairs, complete the **Organizing Space, Time, and Personnel for Inclusive Schools** table on the next page. You'll notice that in each area, color-coded examples already are provided. Grounded in research on inclusive education and effective outcomes for all students, green examples are considered exemplary practices (even if you may not agree with these ideas, we ask that you consider these options and suspend your own beliefs for now), while yellow examples are often what one might find in schools at beginning stages of redesigning for inclusive education, but still require improvement. Red "examples" are *what not to do*.

In columns where there are any red or yellow examples, use the empty green square to improve one of these towards more inclusive school practice in the organization of space, time, and personnel. In columns where there are only green examples, come up with a third green example of your own.

Use the following **guiding considerations** to help you design your new and improved examples:
Consider features of the entire school including the school entryway, office, cafeteria, library, classrooms, gym, hallways, and playground.
Consider all members of your school community including students, families, community members, teachers, administrators, and other school personnel
Consider how planning time for teachers is grouped across grade level, teams, shared in public spaces.
Consider the schedule for where and when students learn.
How are various and diverse cultures represented?

Scheduling for Learning	Teaching Assignments	Time for Collaborative Planning and Communication	Written School Policy	School Decor	School Buildings and Grounds	School Layout	Distribution of Students in Classrooms
Students with disabilities are scheduled first in order to make block scheduling and other features of school structures support inclusive education	Special Area (e.g. art, music, PE) teachers maintain their traditional roles as providers of a particular service, with little integration into classroom instruction.	Teams plan together to ensure that students who are predicted to require additional assistance are distributed appropriately across classrooms so that students with higher academic needs are not all grouped together.		List of rules created by school personnel are posted in each hallway.	School pride is evident among staff, students, and community, who work together to maintain the schools' physical cleanliness.	Special educators have offices, instead of classrooms, which are located in a wing of the main school building next to the counselors' and the school psychologist's offices.	Students are distributed across across classrooms so about 80% will be successful with whole-class strategies, 15% will benefit from additional group supports, and about 5% may need more intensive supports.
Days are scheduled into 4 x 4 blocks; 4 classes meet every day for 90 minutes for 90 days, then 4 new classes for 90 minutes/90 days. Teachers instruct for 3 of 4 classes, and have a period each day for planning.			Safety policies are discussed only after a crisis or event occurs.		Outdoor recreation areas used during recess are located on sand and uneven ground.		
	Special education teachers and language acquisition specialists align with classroom teachers at different grade levels so that each class that includes students with IEPs and ILPs receives a block of these teachers' time.	Grade level planning time is incorporated into the school day and processes for effective use of this time are developed.	The building leadership team studies existing policies related to structure and use of time to assess how they might better facilitate improved student learning.	A variety of student and family photographs and stories, reflecting the rich tapestry of the school community, are prominently displayed in cabinets in the school office.			Students who are learning English are placed in separate classes for several hours a day, regardless of age, by level of English Profiency, as measured by an assessment administered at the start of each school year.

Lecturette 1: Shifts in Thinking and Practice that Support Inclusive Schools

To fully create an inclusive system at the school-level, it is important to begin changing the way we think and within our practices to support inclusion for all students. When properly organized for time and space concerns, schools can create an atmosphere and setting where teachers can plan and learn together. Thus, classrooms are developed so that all students receive an equal education with complete support for everyone.

20 Minutes

PowerPoint

As **outcomes** of participating in Lecturette 1, participants will:

- learn five shifts in thinking necessary for creating inclusive schools;

- understand how to build an inclusive environment in their school; and

- see examples of school scenarios which might relate to their own school settings.

Complete Lecturette Takes 20 Minutes

Slide 8

Lecturette 1:
Schools are centers of inclusive change in any educational system, and become so when they are organized in ways that create space and time for teachers to plan and learn together in order to create classrooms where all students get what they need and experience success.
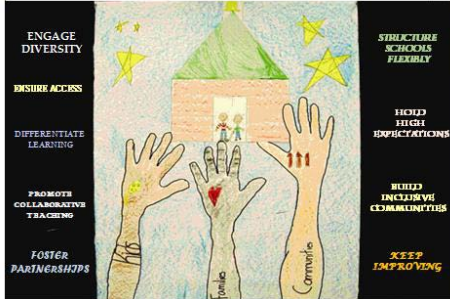
Slide9

Lecturette Outcomes

Participants will understand the areas in which shifts in thinking should occur in order to support schools' progress towards becoming fully inclusive environments. Participants will also be provided with concrete examples of each shift, in order to guide their own professional learning.

Slide 10

Multi-level Efforts of Inclusive Schools

Inclusive schools are democratic schools that are always in a state of moving toward more equitable and just practices on all levels. Coherence between levels of the educational system: student, professional, school, district, and families and communities, will guarantee more successful progression toward inclusiveness. Inclusive schools are places where unique habits of knowing and ways of being coalesce into mutual respect, creating a system where everyone works together to creatively serve all students' learning. Since all America's children and youth are culturally and linguistically diverse, American schools need to provide experiences that are differentiated, complementary, and coherent.

Inclusive Schools *ENGAGE DIVERSITY*

Today's schools educate students from different ethnic groups, language groups, races, family situations, and social and economic situations, with different interests and purposes for learning, and different abilities and styles of learning. In the face of diversity, schools can no longer operate as if one curriculum and way of teaching will fit most of the students. Instead, students can pursue a common set of curricular goals or learning standards, accomplishing them in different ways and sometimes to different degrees of mastery.

Inclusive Schools *ENSURE ACCESS*

Such access improves the life chances, available choices, and valued contributions of every person. It is also the central purpose of education, and all the goals and activities of inclusive schools revolve around this idea and its implications for students, families, educators, and communities.

Inclusive Schools *DIFFERENTIATE LEARNING*

Children learn in lots of different places and in lots of different ways. The "teachers" in these environments help children and youth to understand and make connections

among different experiences. They also use different approaches and strategies that personalize learning according to each person's learning abilities, needs, styles, purposes, and preferences. Inclusive schools make sure that each student is challenged to achieve to high standards in ways that fit what they already know, what they can already do, and how they learn best.

Inclusive Schools *PROMOTE COLLABORATIVE TEACHING*
No one teacher can be skillful at teaching so many different students. She needs a little help from her colleagues. When teachers with different areas of expertise and skill work together, they can individually tailor learning better for all their students.

Inclusive Schools *FOSTER PARTNERSHIPS*
Schools, like teachers, cannot do everything alone. Collaboration with other agencies to provide needed health and social services is just one way that schools can be more comprehensive and supportive of students' lives. Including community members and organizations in the day-to-day work of the school is another way that school resources can be enriched and extended to achieve more effective learning and life outcomes for each student.

Inclusive Schools are *STRUCTURED FLEXIBLY*
Schools need to be organized in ways that are adaptable to the needs of teachers and students. Good schools also need seamless partnerships. Families, community members, practitioners, researchers, and policymakers must work together to address real world problems and create solutions that will improve schools. Innovative schedules, school teams, mixed age teams, and other options all offer opportunities for educators to flexibly respond to student differences.

Inclusive Schools *HOLD HIGH EXPECTATIONS*
People in schools must believe in, recognize, and value the contributions and talents of every student. All students are entitled to high expectations and challenging curriculum that lead to the same broad educational outcomes regardless of their race, class, culture, ability, gender, language, or family circumstances. Such schools use lots of ways to demonstrate that students learn and use their learning. Performance and alternative assessments, student-led conferences, student goal-setting, exhibitions, and other curriculum-based measurements are all innovative ways to document and share students' learning accomplishments.

Inclusive Schools *KEEP IMPROVING*
Schools must collect and use information that will keep improving all parts of the system. Families need information that keeps them meaningfully engaged in their children's education. Teachers need information that helps improve student learning. Policymakers need information that helps improve schools overall.
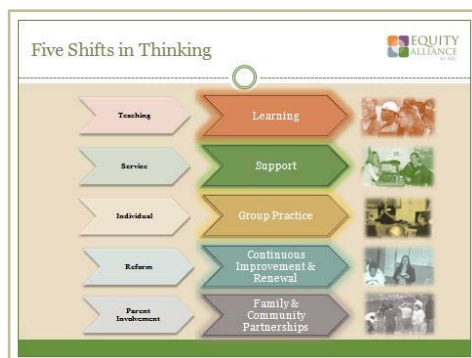
Inclusive Schools *BUILD INCLUSIVE COMMUNITIES*

Inclusive schools are important because they support learning and achievement. They are also important because the philosophy of acceptability and flexibility that guides inclusive schools is one that we also need in our communities. Children and youth spend only a small part of their lives in schools. Yet after the home, the school is one of the most important influencing places in children's lives, both while they're still young and for the rest of their lives. The foundation that schooling and parenting lay lasts for life. Inclusive schools help build inclusive communities where people's differences are valued, where each member gets supported to contribute, and where the human values created as a result support our societies to achieve our most important outcomes.

Slide 11

Five Shifts in Thinking: To make Inclusive Schools Possible

To build inclusive schools involves much more than all students being placed in the general education classroom. Educators have started to see that the same conditions that make inclusive education work for students with dis/abilities can create quality opportunities to learn and outcomes for all students. But, until inclusive education is widely acknowledged as essential in effective education for all students, it will be perceived as a special interest, and students with dis/abilities, as well as other marginalized groups such those who belong to racial or linguistic minority groups, will remain excluded.

A complete acknowledgement of inclusive education as quality education for all students requires five key shifts in educators' thinking. These shifts lay the cognitive groundwork- the mental preparation- for inclusive education to be realized in schools.

The five shifts are:

From teaching to learning

From service to support

From individual to group practice

From reform to continuous improvement and renewal

From parent involvement to family and community linkages

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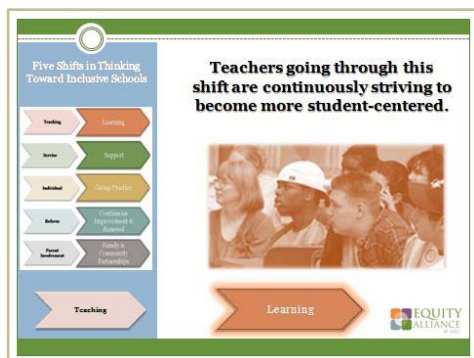
From *Teaching to Learning*

The shift from a focus on teaching to a focus on learning in inclusive schools emphasizes teachers' reflection and inquiry into the direct connection between their own practices and students' learning and development. Teachers going through this shift are continuously striving to become more student-centered. Also part of this shift is a teacher's focus on her or his own learning, as a result of thinking about and assessing (informally and formally) what students need. Teachers who are making this shift are always working to improve their practice, instead of teaching in a way they were taught or feel most comfortable.

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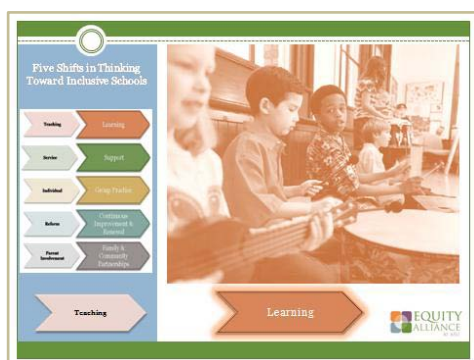
From *Teaching to Learning*

Educators who are working to shift their emphasis from their own teaching to their own and students' learning care about and regularly survey their students' strengths and interests and preferences. This applies not only to what students are interested in learning about, but how they prefer to participate in terms of types of activities, acceptable ways of sharing information about themselves and others, and how physically active they like to be while learning subject matter. So, even if you are most comfortable using a lecture format in your teaching, which sets up students to be passive recipients of information, how can change your teaching to foster students' active problem-solving? Other examples of shifts in teaching to learning are the use of authentic performance assessments of student progress, rather than paper/pencil quizzes and tests, and the use of an interdisciplinary, integrated curriculum, rather than distinct separations between academic subject areas. Here is vignette that describes this shift in practice, from the perspective of a former principal and district administrator, our director, JoEtta Gonzales.

During the first week of school Mia asks her third grade students two questions: "What questions do you have about yourself?" and "What questions do you have about the world?" The students begin enumerating their questions, "Can they be about silly, little things?" asks one student. "If they're your questions that you really want answered, they're neither silly nor little," replies the teacher. After the students list their individual questions, Mia organizes the students into small groups where they share lists and search for questions they have in common. After much discussion each group comes up with a priority list of questions, rank-ordering the questions about themselves and those about the world.

Back together in a whole group session, Mia solicits the groups' priorities and works toward consensus for the class's combined lists of questions. These questions become the basis for guiding the curriculum in Mia's class. One question, "Will I live to be 100 years old?" spawned educational investigations into genetics, family and oral history, actuarial science, statistics and probability, heart disease, cancer, and hypertension. The students had the opportunity to seek out information from family members, friends, experts in various fields, on-line computer services, and books, as well as from the teacher. She describes what they had to do as becoming part of a "learning community." According to Mia, "We decide what the most compelling intellectual issues are; devise ways to investigate those issues and start off on a learning journey. Sometimes we fall short of our goal. Sometimes we reach our goal, but most times we exceed these goals— we learn more than we initially expected".

At the end of an investigation, Mia works with the students to help them see how their investigations relate to conventional subject-matter areas. They create a chart on which they tally experiences in language and literacy, mathematics, science, social studies and history, music, and art. Students often are surprised at how much and how varied their learning is. Says one student, "I just thought we were having fun. I didn't realize we were learning, too!"

Slide 14

From *Service to Support*

This shift describes where and how we look for and develop new opportunities to support students, rather than plug in one or more of already available types of services from a menu of what a school provides. This shift starts with assessing students learning styles, strengths (including primary language background, and individual and family funds of knowledge), and interests. Then, environmental, social, and other supports are organized and developed that will ensure students' learning and progress. The central feature of this shift is professionals moving away from assuming what students need, especially in connection with formal and informal labels that have been placed upon students (e.g. English Language Learner, Special Education student, Attention Deficit, "gangmember"). Instead, educators take the time and energy to find out about students, start with their strengths, and look for opportunities to utilize these strengths in the supports that are built in inclusive learning environments.

Slide 15
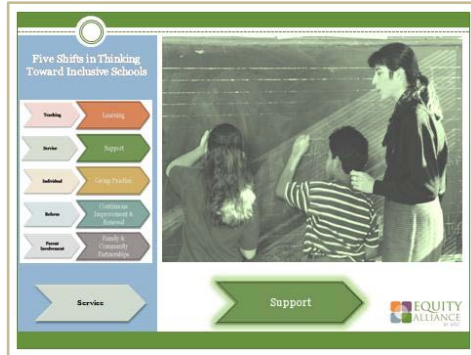
From *Service to Support*

An example of how inclusive schools facilitate educators' shift from service to support is by how curriculum is approached and how curriculum standards are set, assessed and adjusted in light of information about students. Because all students, regardless of labels, learn and develop in different ways and at different rates, while also meeting a set of developmental expectations every three years or so (e.g., tying one's shoes, learning to add to subtract).

Here is another vignette that describes this shift in practice. Marcus teaches in an urban high school, and has many students in his classes who are learning English. During three of his classes, a special education teacher, Belinda co-teaches with him. Marcus and Belinda spend a great deal of time discussing the individual needs of all the students in their classes in order to support their learning while maintaining high standards for academic proficiency. One strategy is heterogeneous student grouping across learning styles and preferences, race, gender, and primary language. Students also have opportunities to rehearse answers in small groups before responding to the entire class. To demonstrate learning, students choose to be assessed through a written test, or verbal response using a student designed graphic organizer. Marcus uses the strategies from his co-taught classes in *all* of his classes because he believes it helps support all learners.

Marcus begins each of his ninth-grade classes by having all the students create a time capsule of what they think are the most important artifacts from the past. Students are allowed to bring in artifacts from home, re-create models of significant items by drawing or building, or use representations found on the internet. In small groups, the students' task is to put down on paper why they chose the items they did. In this way, the students explicitly articulate their underlying assumptions of what constitutes historical significance. Students' responses are pooled, and he writes them on a large poster that he hangs on the classroom wall. This poster, which Marcus calls "Rules for Determining Historical Significance," becomes a lightning rod for class discussions throughout the year, undergoing revisions and elaborations as students become better able to articulate their ideas.

In having students participate in the time capsule activity, Marcus immediately learns about student background, understanding, and perspective. In using their ideas in establishing the "Rules for Determining Historical Significance" as the starting point for group discussions, students automatically draw upon their background knowledge and use their new learning to build upon understanding, and in the course of discussion, they are actively practicing their newly acquired academic language. Marcus uses the

information students' determined as historically significant to design assessments, and because the students have ownership of this information, and choice in assessment style, they perform exceptionally.

Slide 16
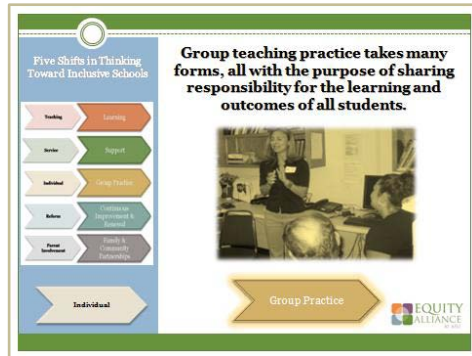
From *Individual to Group Practice*
Group teaching practice takes many forms in schools, from grade teams or cross-grade teams, to committees and governance councils. A continuing challenge to achieving the shift from individual to group practice is finding the time is teacher's work day to allow for groups of teachers to spend time together learning from each other and improving their practice.

Often times this shift from individual to group practice occurs on a continuum, with "shared practice" occurring along the way. Shared practice happens when teachers who are still assigned to their own groups of students begin to talk to each other, share ideas, and experiences about practice, and problem solve, design curricula, and plan learning activities together that they use with their own student groups.

What makes teaching practice inclusive, however, is when it goes beyond simply sharing ideas, to the sharing of responsibility for the learning and outcomes of all students. Group practice rarely happens unless teachers are actively engaged in being in practice together, as partners.

Slide 17

From *Individual to Group Practice*
One way the shift from individual to group practice occurs (or from shared practice to group practice) is through the creation and cohesion of cross-grade teacher teams, (across 3 to 4 grade levels) who plan together, and share groupings of students across their assigned classroom lists. Specialists, such as special educators, and English Language acquisition teachers should also be part of these teams and function from students' points of view as "just another teacher".

Here is an example of group practice in a school. From http://lessonresearch.net/ In Japan, teachers engage in group practice through "lesson study," a process in which teachers jointly plan, observe, analyze, and refine classroom lessons called "research lessons". Lesson study is widely credited for the steady improvement of Japanese

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elementary mathematics and science instruction. Since 1999, lesson study has rapidly emerged in many sites across the United States.

In Lesson Study teachers:
- Think about the long-term goals of education – such as love of learning and respect for others;
- Carefully consider the goals of a particular subject area, unit or lesson (for example, why science is taught, what is important about levers, how to introduce levers);
- Plan classroom "research lessons" that bring to life both specific subject matter goals and long term goals for students; and
- Carefully study how students respond to these lessons - including their learning, engagement, and treatment of each other.

Slide 18

From *Reform to Continuous Improvement*
This shift is reflective of the way the school change has evolved over the past decade. Schools have always been asked to make changes, and many of the changes that schools are asked to make actually have been contradictory.

"Reform " usually refers to the way schools take each new demand and find a way to accommodate it within the existing structure and processes of the school environment. After a while these reforms create more and more complexity and sometimes bureaucracy. This shift from reform to continuous improvement and renewal is one that takes a more systemic approach to understanding organizational change. Since each change, even small ones in a complex organization can affect all other parts of the organization, the systems approach to ongoing improvement requires information about all parts of the system and how these parts are changing and affecting each other.

Slide 19

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Here is a vignette that describes this shift to continuous improvement in practice. In the Carter School District, the superintendent and principals recognized and agreed that initiatives needed to be owned by teachers, or else improvement efforts would be seen as "their" agenda and change would not be sustainable. Teachers in this district were asked, "What are the most important things that we should be doing to improve the quality of schooling?" And as you can imagine, the teachers had plenty of suggestions to offer.

Several suggestions echoed the sentiments of one particular veteran teacher as she stated, "Support us in our efforts to work with one another, to observe each other in the act of teaching, and as we try out and evaluate the effects of different instructional methods on student outcomes". The administration agreed to do just that as long as teachers embraced the notion that "change is a process and not an event". The administration reiterated that school improvement must be seen as continuous, and teachers and leaders *together* must exhibit persistence rather than opting for the quick fix.

They developed a "Continuous Improvement Team" that adopted a mantra declaring *"perfection will never be achieved-we will always be engaged in a work in progress."* By developing and leading initiatives in this district, teachers were able to integrate curriculum in new ways, and craft meaningful opportunities for students to participate in classroom and school activities. Each school had a slightly different look and feel, but the enthusiasm was evident throughout the district. Professional learning took on new meaning as teachers embraced the notion that *"unless schools are places for teachers to learn, they cannot be places for students to learn."* They were able to abolish the *"flavor of the month"* type of professional development, insisting workshops that focus on disconnected topics do not help teachers to connect with their own practice.

Teachers at one particular school used collaborative action research as a model for professional learning. The initial idea originated when a couple of technology enthusiasts began to explore technology and evaluate effects. Based on positive results, this team began to train other teachers to use technology as an additional tool for student learning, resulting in a transformation in teaching practice. In this particular school, rather than the teacher always being "center stage," learning became project-

driven, and students took on more responsibility for their own learning. The role of teacher shifted as they became facilitators and project designers, and this shift actually gave teachers more time to work with students individually to ensure understanding and academic success.


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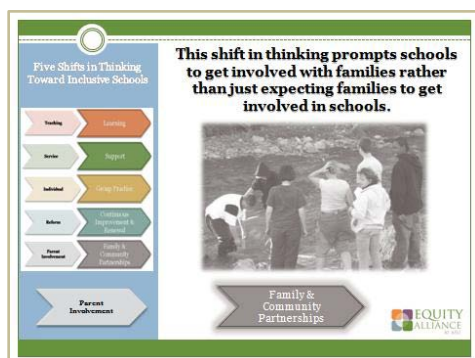
From *Parent Involvement to Family & Community Linkages*

This last shift is one to which many schools are just starting to attend. Research demonstrates that when parents and other family members are an ongoing part of the mission and operations of schools, student achievement increases. Yet schools and school personnel have long had uneasy relationships with students' parents, and sometimes school personnel worry about parents being critical of their efforts. Most school efforts with families have focused on involving families in the work of schools in a variety of ways. These efforts range from charging parents with the responsibilities that all children are "ready" for school by being well-rested and well fed, to making sure parents check their children's homework and attend meetings when the school schedules them.

Slide 21
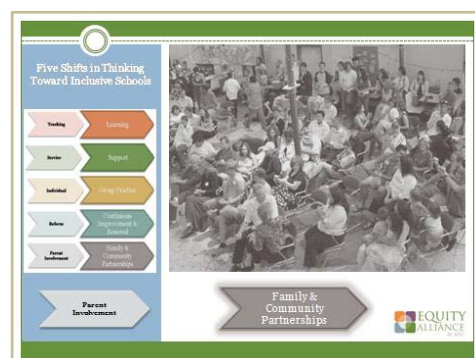
From *Parent Involvement to Family & Community Linkages*

Many schools have found this approach to parent involvement falls well short of addressing important issues and does not engage more that a small percentage of the families In schools. School personnel especially in urban schools, protest that parents simply don't come to the meetings they schedule or the events they hold. School family linkages, in contrast, are more bi-directional. In this thinking, schools get involved with families rather than just expecting families to get involved in schools. Such linkages require school personnel to understand the needs of families and the communities in which they live and to use school resources and talents to help families address those needs. It also requires that schools find new ways that parents and community members can contribute to the ongoing mission and operations of schools in ways that don't always involve their own child.

Here's the story of one school's family and community linkages effort. Teachers and staff at La Paz School look for innovative ways to partner with their families and

community members. Every August, staff members walk the neighborhood in groups passing out information (in a variety of languages) that reminds each member of the community that school will be starting soon, and reinforces the importance of making sure students safely arrive on the first day and every day. The spirit of community outreach continues as teachers greet parents and students at the annual meet the teacher event – and ride with the children on school buses on the first week of school to ensure students make it back home safely.

Family conferences are held early on in the school year so teachers can gather information about their students from the people that know them best – their families. Every effort is made to ensure contact with each family. Teachers at this school take family involvement seriously, and regularly go the extra mile to achieve 100% attendance.

Each month thereafter, there is a family/community event planned to celebrate learning. Sometimes the events feature student-led learning conferences that bring family networks to learn from others about college, careers, and supporting student learning at home. These events help to create opportunities to discuss the kinds of choices that students might make - including developing a trade, staying at home to raise children, and the role of education in making those choices. Members of the community involvement team work to build partnerships with the community and strive to make the school the hub, or center of learning for all. They've invited local places of worship to host classes about accepting differences, and have also brought in local experts to speak to the community about topics such as immigration, managing health care, and preventing neighborhood violence.

Teachers look for ways to tap into parents' expertise as well. Parents and community members often put their skills to work mentoring students, helping with building projects, or making phone calls to personally invite people to school functions. La Paz offers opportunities for families to participate in celebrations online as well – with social networking and YouTube pages for parents to view and/or post comments about what's going on at school, parents can stay involved even when their work schedule interferes.

At La Paz, it's all about finding ways to recognize the hard work parents and community members do to support students on a regular basis – at home, at school, and throughout the neighborhood. It's about creating linkages and helping everyone to feel comfortable with this place called school.

Slide 22

Activity 2: Planting the Seeds of Inclusive Change in Your School

Handouts for this activity, along with facilitator instructions, are provided on the following pages.

   35 minutes

   Instructions for leading this activity are on the next page.

Activity 2: Planting the Seeds of Inclusive Change in Your School

Outcome: Participants will identify shifts in thinking that support inclusive changes that already exist in their school and are to be nurtured, then plan for how to improve upon what is already happening. The improvement process will be guided by a set of factors to consider.

Participant Handouts (see below); chart paper; broad-tipped marker

In same-school pairs, identify shifts in school level thinking that support the development of inclusive schools. Start by indentifying evidence that the seed of the shift has been planted and how it is currently nurtured, then plan for how to improve upon what is already happening.

Then, in the whole group, your facilitator will lead you in sharing some of the "things to strive for" that you generated.

Lecturette 2: Characteristics of Inclusive Schools

This lecturette will provide participants with the knowledge of how to commit themselves to equity practices, while applying the five shifts in thinking to their school setting. Concrete examples are provided, showing how inclusive systems will respond to all students' learning styles and abilities. It provides a basis for Activity 3.

20 minutes

PowerPoint

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

- learn how to commit to equity;

- recognize how to apply the 5 Shifts in Thinking to the school-level; and

- see concrete examples within schools which show the Shifts in action.

Slide 23

Lecturette 2:
Inclusive systems have the potential to respond to the learning styles of each and every student, to teach values of respect for diversity, foster collaborative approaches and build social capital.

Slide 24

Lecturette Outcomes
Review outcomes with participants.

Slide 25

Inclusive Education: The School Level
You just learned about and heard examples of how educators' shifts in thinking support inclusive schools at the classroom and school level. Now we're going to talk about the particular areas of practice for schools for schools to focus on in their work toward becoming inclusive. Starting with the orange section of the ring and moving clockwise, they are Equitable Resource Distribution, Governance and Leadership for Equity, Culture of Change and Improvement, School/Community Connections and Partnerships, Design and Use of Space and Time, and Inquiry on Equity in Schooling.

As you go through the next several slides, ask participants to reflect on the current state of their school in each of the six areas, on a continuum of beginning, developing, at standard, or leading. Each slide has a small diagram of the picture you see on this slide. Ask participants to circle where on the continuum they place their school, and to jot down in the notes section of their participant handouts any evidence they can think of that supports where on the continuum they place your school.

Slide 26

The first arena to consider is how **Equitably Resources are Developed & Distributed.** Inclusive Schools' approaches to development and distribution of resources are connected with how districts and states do the same. But once resources are disseminated to buildings, how do they get distributed in ways so every student has access to the same sets of resources? For example, how do new teachers get assigned to grade levels or content areas, and is the amount and quality of materials they are provided equitable as compared to those provided to more experienced and more skilled

teachers (keeping in mind, equitable is not always equal- new teachers may need even more). How are decisions about where new teachers are assigned and what content areas they are assigned to, get made so that these choices are in students' best interest, rather simply on the basis of teacher preference? Do all classrooms have the same equipment and furniture? Do all students have access to the same materials and supplies?

Slide 27

Equitable Resource Development and Distribution

There are lots of school level changes and features that research demonstrates as overwhelmingly supportive of inclusive education. One example is the organizing groups of school classrooms into "houses", and specific methods for selecting, training, and utilizing paraprofessionals in general education classrooms.

Houses create smaller learning communities that provide more consistency over time for students and teachers, thus eliminating some transitions of going grade to grade, and teacher to teacher, with teachers having new groups of students each year. For example, in a K-8 school of 1000 students, with the exception of the 90 kindergarten students, the school is divided into 12 "houses" that span 4 grades, and students stay in their house for 4 years. Each house is comprised of 4 classrooms, each of which have 22 students. Each house has 4 teachers, all of whom have primary responsibility for 22 students, but all teachers closely collaborate in planning and teaching so that co-teaching and flexible student groupings are the norm. Each house may have two general education teachers, one educator who is highly qualified to teach students who are learning English, and one special education teacher. Even though students change primary teacher each year, they stay in the same house.

Slide 28

Equitable Resource Development and Distribution

Effective strategies for utilization of paraprofessionals to support inclusive education are relatively low cost and easy to implement, however considerable advance planning is required in order to move away from models that many schools use, which is to place students with more significant needs with a one-on-one paraprofessional within general education classrooms. This use of paraprofessionals is ineffective and inefficient for many reasons, two of which are the reliance on individuals who most often have limited educational expertise with students

in need of high levels of support (Brown, Farrington, Knight, Ross, & Ziegler, 1999) and the setting up of expectations that any student who requires supports outside what a general education teacher feels prepared to provide warrants expectation of the hiring of a new paraprofessional.

For example, Giangreco and Broer (2003) found that nearly 70% of special education paraprofessionals in 12 inclusive schools in one state reported making instructional or curricular decisions without always having educator oversight. The authors concluded that this usually indicates larger problems in school-level features such as class size, insufficient teacher engagement, heavy special educator caseloads, and inadequate supervision. In contrast, there is considerable research documentation of highly prepared paraprofessionals positively impacting students' academic engagement (Werts, Zigmond, & Leeper, 2001), acquisition of skills, (McDonnell, Johnson, Polychronis, & Risen, 2002) and interactions with peers (Causton-Theoharis & Malmgren, 2005). Giangreco, Smith, and Pinckney (2006) provide a description of a school that went through a process of system changed and improvement, particularly related to paraprofessional and student/teacher support.

Building upon example of the creation of school houses, each house would have 4 paraprofessionals. Paraprofessional responsibilities might be broken down so that one is responsible primarily for non-instructional support roles such as taking attendance, bus and lunch duties, and computerized record keeping, and the other 3 responsible for instructional support for students with varying needs, including students with disabilities, and students who are learning English. All paraprofessionals meet once a week with the 4-teacher team for co-planning time and to organize and plan duties for the non-instructional paraprofessional. Paraprofessionals, just as educators do, go through professional learning as part of their job responsibilities.

Schools interested in reviewing and improving their use of paraprofessionals may find the following documents helpful:
Giangreco, M. F., & Broer, S. M. (2003). *Guidelines for selecting alternatives to overreliance on paraprofessionals*. Burlington: University of Vermont, Center on Disability and Community Inclusion. Retrieved June 1, 2009, from
http://www.uvm.edu/~cdci/evolve/gsa.html
Giangreco, M. F., Smith, C. S., & Pinckney, E. (2006). Addressing paraprofessional dilemma in an inclusive school: A program description. *Research & Practice for Persons with Severe Disabilities, 31*(3), 215-229.

Slide 29
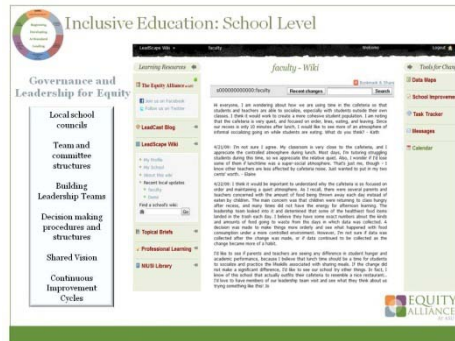
The next area for you to reflect on as you decide if your school is at the beginning, developing, at standard, or leading level of becoming inclusive is **Governance and Leadership for Equity.**

The ways that decisions are made in a school have a strong impact on the school's culture, and the interaction between leadership and accountability help to determine the success of a school. Some prompts to help explore this area are: "How is input from diverse perspectives elicited in your school's decision-making process?" and "What is your leadership team's follow-up procedure for after decisions have been made?"

Examples of school practices at this level are a school improvement plan that is a working document that is used by all teachers to guide work and that there are vertical cohorts of students who move up together across grade levels, thus building systems of support through students' familiar social networks.

Another example is the use of a school wiki that allows teachers and administrators to communicate on a number of key items, and consider data collected in daily practice. In this wiki, a teacher raises an issue about the social atmosphere in the cafeteria, another teacher responds, and the principal joins in.

Slide 30

Another area of practice for schools to focus on as they work to become inclusive is the building of a **Culture of Renewal and Improvement.** This accounts for a school's culture and practices around sharing ideas and learning from one another. This is a vital component of creating inclusive schools because change is constant, and schools need to be able to embrace change and use it to improve practice.

Some things to think about are: "How do your teachers share new ideas and strategies with one another?" and "What is your school's process for choosing professional learning topics and activities?" Also, how are partnerships built *between* schools that share and model inclusive practices for each other?

Specific areas to focus on for improvement might include teacher effectiveness and retention through mentoring and coaching, as well as ways of structuring professional learning so that it is collaborative and builds ongoing learning relationships across staff members.

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Slide 31

School/Community Participation and Partnerships are at the heart of successful inclusive schools. Families, churches, and community centers all contribute to students' daily lives and are stakeholders in their education. Effective communication with these stakeholders provides insights into students' interests, talents, and challenges, and developing ongoing partnerships with families and community groups will strengthen schools' relationships with students and improve students' performance. Schools that fail to connect to their communities often struggle with resistance from families and students who don't feel valued. Some things to think about are: "How have you connected with families in your community outside of Open House and conferences?" and "What community centers or churches have you collaborated with around after-school programs?", and "How are the parents and community members provided with leadership roles and shared decision making with educators and administrators?"

Slide 32

Inclusive schools are built through the **Design and Use of Space and Time**

First, they are organized environmentally so that people can comfortable and regularly interact. Some things to think about are how shared spaces are set up and used, like cafeterias, and libraries, so that interaction is maximized, and positive socialization is supported the availability of lots of ways of participating (like whole group, one-on-one, small group, and verbal and physical interactions) Also think about how the school calendar is used by the day, week, and year, the planning time and space for teams of teachers, class size and facilities, and principals' contact with classrooms.

Here are some examples. Some schools may choose to vary forms of grouping for lessons by picking a day per week to have very large group instruction perhaps at the multi-grade level, in order to foster community and learning across ages and developmental levels. Or, they might structure thematic units so they are broken down into chunks of weeks devoted to learning technical skills, critical skills, and then active inquiry (student and teacher research projects). The creative design of homerooms for students learning English is also a way to achieve inclusive practice; students can be organized into homerooms by language of origin, so at least a portion of their school day, they have a place to go for social interaction in their primary language. Another creative use of space and time is the setting up of tutoring stations at the school exist that are staffed by parent volunteers who speak English and other primary languages. This allows students to quickly stop on their way home each day if they require task or

content clarification for a homework assignment. There are so many possibilities!

The way that learning spaces are organized sets the tone for the learning. Paint color, desk arrangement, temperature, and noise can all affect students' performance. In addition, the placement of classrooms often indicates the value of the staff and students in those classrooms – is the computer lab housed in an alcove off the main hallway where classes are frequently interrupted? Are teaching team members located in separate wings of the school from their partners? Questions to examine this area are: "What are some of the creative ways that your teachers are using space to engage student learning?" "Which students are losing precious learning time to walk to a different classroom for a portion of their learning?"

Slide 33
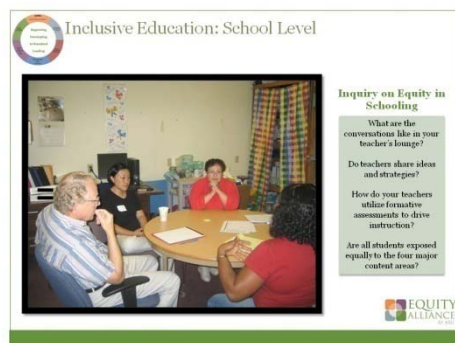
The last area of practice that we are going to talk about today is the **inquiry into equity** that happens in inclusive schools.

We know that educators truly care about students and want to treat all children equitably. But, good intentions aren't enough; without ongoing dialogues about the effectiveness of teaching, we won't be able to effectively serve our students. What's most necessary is that there are regularly scheduled conversations about equity that include decisions about what data to look at. Examples of data you might consider are whether teachers' looping to higher grade levels with students they've already taught produces better social and academic outcomes; or racial patterns in office referrals.

This kind of inquiry in inclusive schools allows educators to ask question about why some students may not be making sufficient progress, so they can examine identify the types of activities that students do respond well to, and brainstorm new ways of delivering instruction. Some things for you to think about as you consider where your school falls on the continuum in this area are: "What are the conversations like in the teacher's lounge – are teachers sharing strategies and ideas?" and "How do teachers utilize formative assessments to drive instructional planning and activities?" "Are we doing enough to emphasize and expose all students to Science, Technology, Engineering, and Mathematics?" This slide shows teachers are talking about student work and questioning why some students are experiencing better learning outcomes than others, and how to adapt practice because of these inequitable outcomes.
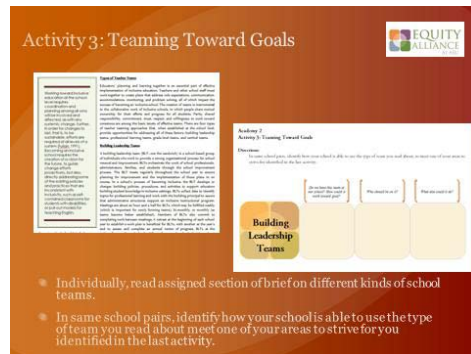
Slide 34

This is a video to wrap up this Academy before participants move into the final activity. If for some reason this link is broken by the time you find yourself using this material, please just remove this slide from the presentation.

Slide 35

Activity 3: Teaming Toward Goals

This activity teaches ways to utilize different groupings of individuals in schools in order to work towards strengthening any and all of the 6 arenas practice in inclusive schools that participants just reflected on. Participants learn about four ways of teaming individuals in schools, (Building Leadership Teams, Professional Learning Teams, Vertical, and Grade-level Teams) and generate ideas about how these teams' capacity can be utilized to build personnel, curriculum, & instructional approaches in inclusive schools.

Activity 3: Teaming Toward Goals

Outcome: Participants will learn and apply teaming strategies to help their schools become more inclusive.

Participant Handouts (see below); chart paper; broad-tipped marker

Assign same-school pairs one of the four types of teams to read about in the provided brief (see below). Ask them to identify how their school might capitalize on the type of team you assign each pair to read about, in order to improve one of the areas of focus out of the six you just reflected on during the lecturette.

Building Leadership Teams Group Handout

Grade Level Teams Group Handout

Vertical Teams Group Handout

Professional Learning Team Group Handout

Leave Taking

Slide 36

Leave Taking
Please have participants complete the self- and academy evaluations.

Leave Taking, Part 1: Self Assessment

The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.
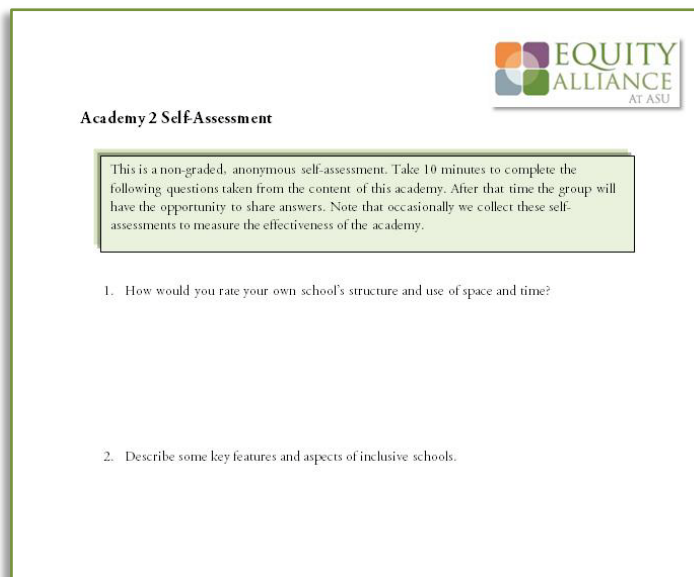

Self assessment handout for participants

Have participants complete the *Self Assessment* (located in *Participant Handouts*). Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.

10 minutes

Leave Taking, Part 2: Debrief

This activity gives participants a chance to compare their evaluation answers.

Chart paper, overhead, or presentation slide, self assessment handout for participants

Return to whole group and ask participants to share their responses. Use an overhead or chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work.

10 minutes

Leave Taking, Part 3: Academy Evaluation

Academy Evaluation

Activity Outcome

This activity provides feedback for developers from module participants.

Have participants complete the *Academy Evaluation* (located in *Participant Handouts*). This evaluation gives the module developers a chance to see how the academy is being received and allows them to improve it as needed.

10 minutes

Collect the *Academy Evaluations* and return them to the National Center for Culturally Responsive Educational Systems.

EQUITY ALLIANCE AT ASU

Evaluation Form

Date: Location:
Title: Presenter(s):

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?
   ☐ Not sure   ☐ Not at all   ☐ Somewhat   ☐ Very

4. Did you find the material useful?
   ☐ Not sure   ☐ Not at all   ☐ Somewhat   ☐ Very

5. Was this module useful in supporting and developing changes in student and staff behavior?
   ☐ Not sure   ☐ Not at all   ☐ Somewhat   ☐ 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?
   ☐ Not sure   ☐ Not at all   ☐ Somewhat   ☐ Very

9. Were there adequate opportunities to process, reflect, and ask questions?
   ☐ Not sure   ☐ Not at all   ☐ Somewhat   ☐ Very

10. Were there adequate opportunities to engage in group learning?
    ☐ Not sure   ☐ Not at all   ☐ Somewhat   ☐ Very

11. Were the opportunities to engage in group learning beneficial?
    ☐ Not sure   ☐ Not at all   ☐ Somewhat   ☐ Very

12. Did you find the content to be of high-quality?
    ☐ Not sure   ☐ Not at all   ☐ Somewhat   ☐ Very

13. Did you find the content to be evidence-based?
    ☐ Not sure   ☐ Not at all   ☐ Somewhat   ☐ Very

14. Is the information provided applicable to your setting?
    ☐ Not sure   ☐ Not at all   ☐ Somewhat   ☐ Very

15. Did you find the content to be reflective of your current and foreseeable experiences?
    ☐ Not sure   ☐ Not at all   ☐ Somewhat   ☐ 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:

Tell us about yourself.

20. How did you hear about our products and services?
    ☐ Equity Alliance at ASU website   ☐ Listserv: _____
    ☐ NCCRESt website   ☐ Newsletter: _____
    ☐ LeadScape website   ☐ Other: _____

21. Have you used our products or services before?
    ☐ Yes   ☐ No
    If yes, describe: _____

22. What is your zip code? _____

23. Which descriptor best categorizes your location?
    ☐ Rural   ☐ Suburban   ☐ Urban

24. Which position best describes you?
    ☐ Classroom teacher   ☐ University staff or faculty   ☐ Advocacy group
    ☐ Special educator   ☐ Researcher   ☐ Family organization
    ☐ School administrator   ☐ Student   ☐ Other: _____
    ☐ District administrator   ☐ Parent
    ☐ State administrator   ☐ TA Provider

EQUITY ALLIANCE AT ASU

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.

Gay-Straight Alliance Network

http://www.gsanetwork.org/about/index.html#intro

Gay-Straight Alliance Network is a youth leadership organization that connects school-based Gay-Straight Alliances (GSAs) to each other and community resources. Through peer support, leadership development, and training, GSA Network supports young people in starting, strengthening, and sustaining GSAs and builds the capacity of GSAs to:

> 1. create safe environments in schools for students to support each other and learn about homophobia and other oppressions,
> 2. educate the school community about homophobia, gender identity, and sexual orientation issues, and
> 3. fight discrimination, harassment, and violence in schools.

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 Association for Bilingual Education

http://www.nabe.org/

The National Association for Bilingual Education is the only national professional organization devoted to representing Bilingual Learners and Bilingual Education professionals. NABE has affiliates in 25 states which collectively represent more than 20,000 members that include Bilingual and English Language Learner (ELL) teachers, parents, paraprofessionals, administrators, professors, advocates, researchers, and policy makers. NABE's mission is to advocate for our nation's Bilingual and English Language Learners and families and to cultivate a multilingual multicultural society by supporting and promoting policy, programs, pedagogy, research, and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity.

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.

Brown, L., Farrington, K., Knight, T., Ross, C., & Ziegler, M. (1999). Fewer paraprofessionals and more teachers and therapists in educational programs for students with significant disabilities. *Journal of the Association for Persons with Severe Handicaps, 24* (4), 250-253.

Causton-Theorharis , J., & Malmgren, K. (2005, July/August). Building bridges: Strategies to help paraprofessionals promote peer interaction. *Teaching Exceptional Children, 27* (6), 18-24.

Giangreco, M. F., & Broer, S. M. (2003). *Guidelines for selecting alternatives to overreliance on paraprofessionals.* Burlington: University of Vermont, Center on Disability and Community Inclusion. Retrieved June 1, 2009, from http://www.uvm.edu/~cdci/evolve/gsa.html

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McDonnell, J., Johnson, J.W., Polychronis, S., & Risen, T. (2002). Effects of embedded instruction on students with moderate disabilities enrolled in general education classes. *Education and Training in Mental Retardation and Developmental Disabilities, 37* (4), 363-377.

Stainback, W. C., & Stainback, S. B. (2003). *Support networks for inclusive schooling: Interdependent integrated education.* Baltimore: P.H. Brookes Publishing Co.

Werts, M. G., Zigmond, N., & Leeper, D. C. (2001). Paraprofessional proximity and academic engagement: Primary-aged students with disabilities in general education classrooms. *Education and Training in Mental Retardation and Developmental Disabilities, 36* (4), 424-440.

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Glossary

Access

Access implies not only physical entrance into a place, but full and meaningful participation within it. Access improves the life chances, available choices, and valued contributions of every person. It is also the central purpose of education, and all the goals and activities of inclusive schools revolve around this idea and its implications for students, families, educators, and communities.

Collaborative Teaching

No one teacher can be skillful at teaching so many different students. Teachers and educational professionals can help one another. When teachers with different areas of expertise and skill work together, they can better tailor learning to be more individual for each student.

Culturally Responsive

To be culturally responsive is to value, consider, and integrate individuals' culture, language, heritage and experiences leading to supported learning and development.

Differentiated Learning

Children learn in different places and different ways. The "teachers" in these environments help children and youth to understand and make connections among different experiences. Different approaches and strategies are used to personalize learning according to each student's learning abilities, needs, styles, purposes, and preferences.

Five Shifts in Thinking

A complete acknowledgement of inclusive education as quality education for all students requires five key shifts in educators' thinking. These shifts lay the mental groundwork for inclusive education to be realized in schools. The five shifts include moving from teaching to learning, service to support, individual to group practice, reform to continuous improvement and renewal, and finally, parent involvement to family and community linkages.

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.

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.