Module 1

# INCLUSIVE EDUCATION FOR EQUITY

## *PROFESSIONAL LEARNING FOR EQUITY MODULE*

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## Academy 2: Exploring Inclusive Practices in Schools

Version 1

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## Equity Matters: *In learning, for life.*

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

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### In Memoriam

Asa Hilliard, *Georgia State University*



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# 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.



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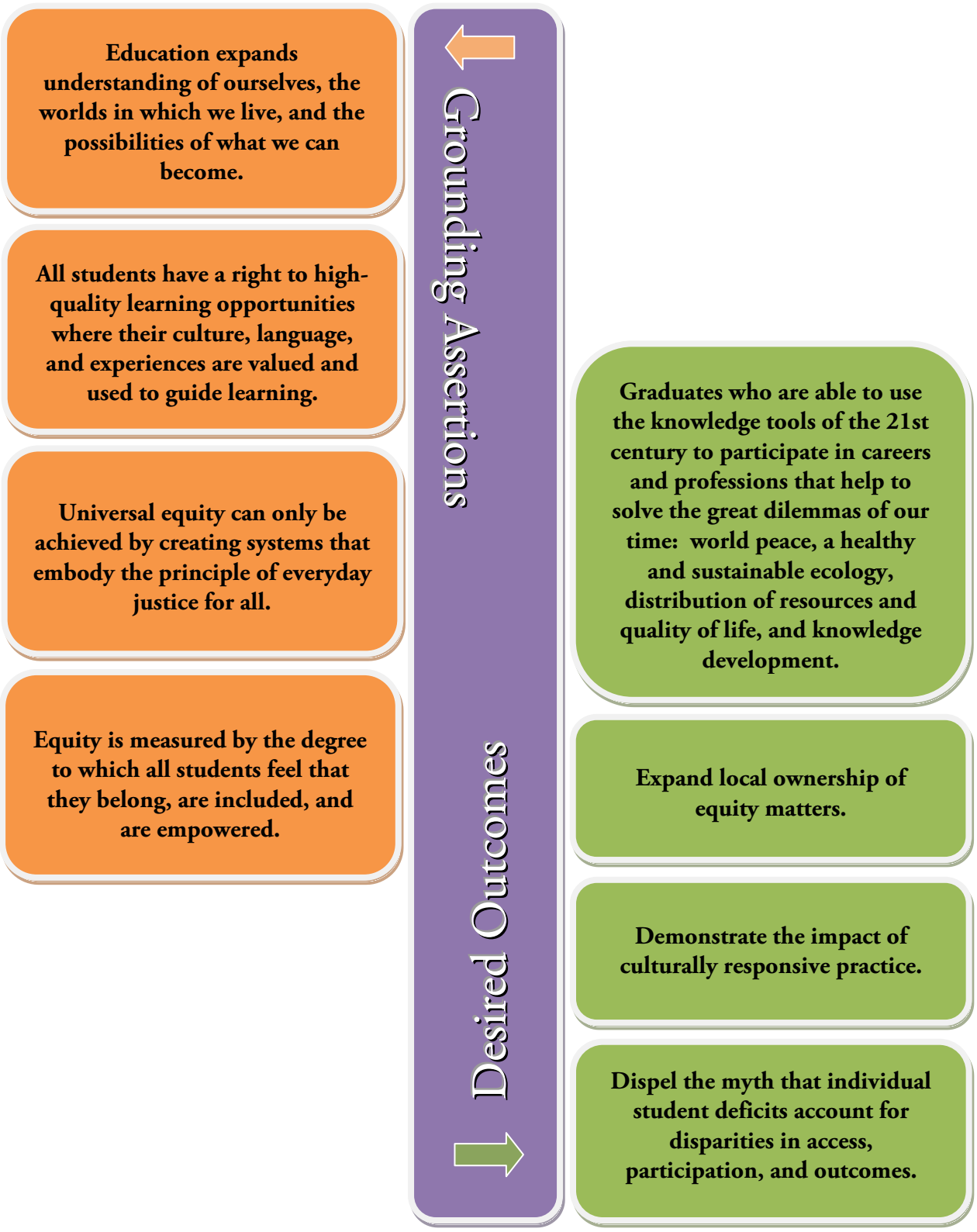
# Professional Learning for Equity: Assertions & Outcomes



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## What are Professional Learning for Equity Modules?

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

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

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



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## Equity Academy Abstract:

This academy delves into how to build inclusive schools and what they look like. You 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, you will develop understanding of how to commit to equity and apply your shifts in thinking to curriculum, co-teaching, professional learning, and school/family connections. You will apply what you have learned to the assessment of your own school's progress, and brainstorm teaming strategies to address areas of need which you have indentified.

## Equity Academy Outcomes:

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

- learn and generate ideas about the supports you 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:

| 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* |



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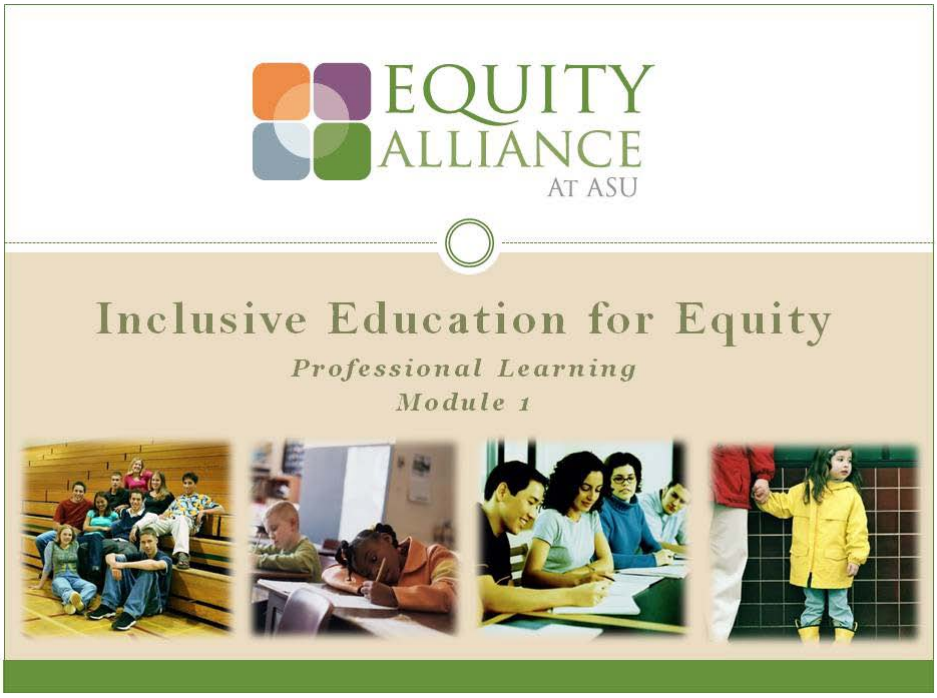
## Academy Overview

**Slide 1 Notes**



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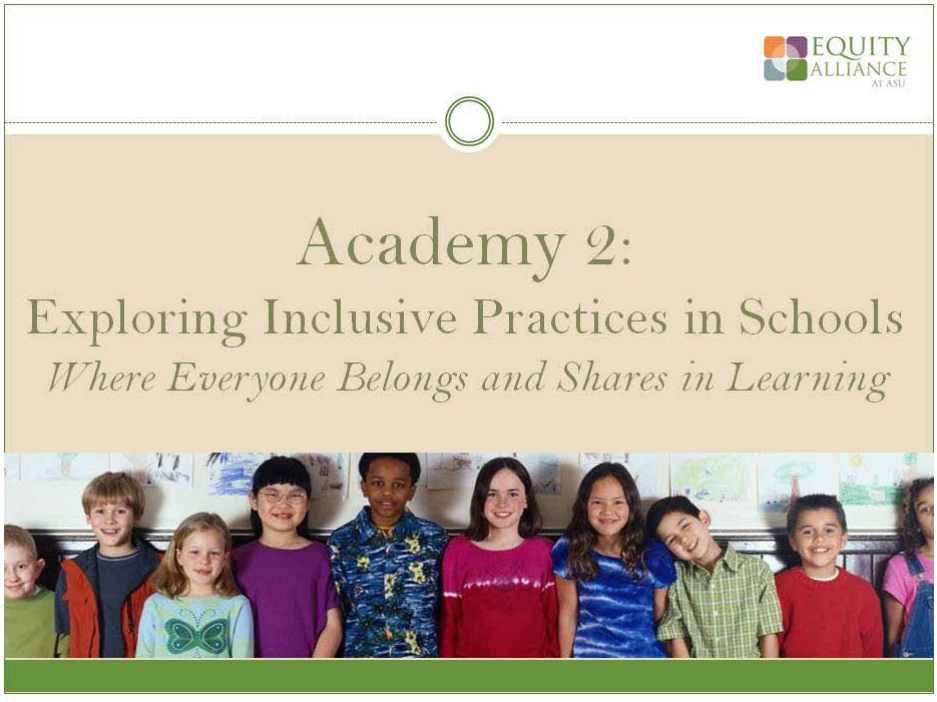




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**Slide 3 Notes**

## Introductions

EQUITY ALLIANCE AT ASU

- Facilitators
- Sponsors

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**Slide 4 Notes**

## Introductions

EQUITY ALLIANCE AT ASU

Participants

- Roles
- Take Away

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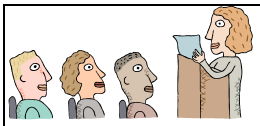
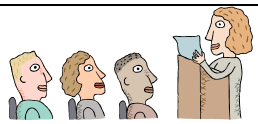


**Slide 5 Notes**

## Academy Outcomes

Participants will:

- Learn and generate ideas about the supports they need at the school organizational level in order to be effective with all students.
- Consider where changes need to be made, from physical space in schools to shifts in educators' thinking, related to inclusive education.



**Slide 6 Notes**

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



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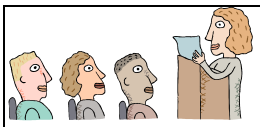
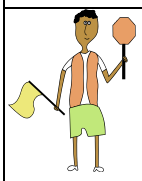


**Slide 7 Notes**

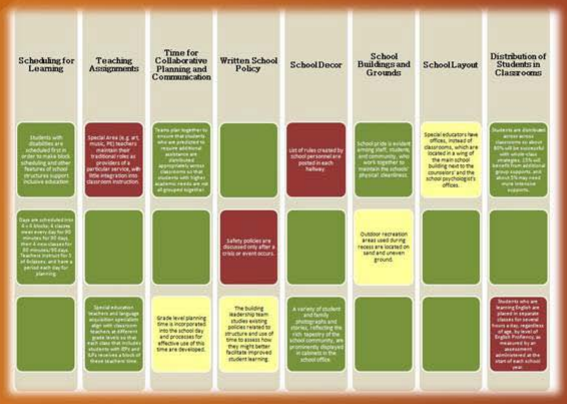
## Academy 2 Agenda

| Time | Event |
|---|---|
| 25 min. | Activity 1: Structure and Use of Space & Time |
| 20 min. | Lecturette 1: Shifts in Thinking & Practice that Support Inclusive Schools |
| 25 min. | Activity 2: Planting the Seeds of Inclusive Change in Your School |
| 10 min. | *Break* |
| 20 min. | Lecturette 2: Characteristics of Inclusive Schools |
| 25 min. | Activity 3: Teaming Toward Goal |
| 15 min. | *Leave-taking & Feedback* |



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

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




In pairs: Use handout (pictured)

- Consider features of entire school
- Members of school community
- Planning time
- Schedule (where & when)



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

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

In pairs, complete the **Organizing Space, Time, and Personnel for Inclusive Schools** table on the next page. 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.



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# 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?



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| 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 4classes, 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. |

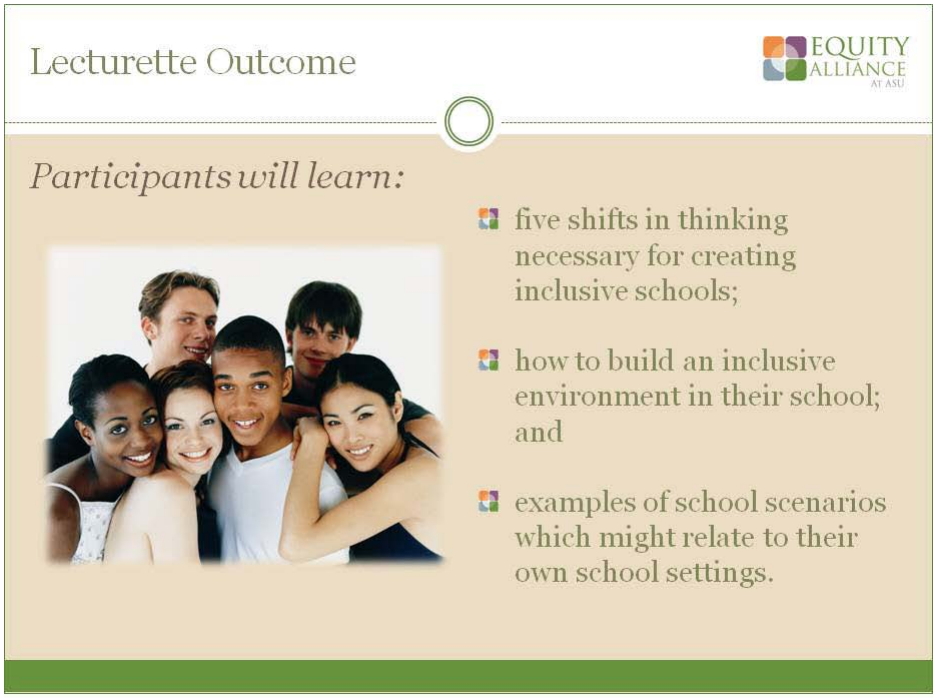
## Lecturette 1: Shifts in Thinking and Practice that Support Inclusive Schools

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.

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

- learn five shifts in thinking necessary for creating inclusive schools;
- understand how to build an inclusive environment in your school; and
- see examples of school scenarios which might relate to your own school settings.

**Slide 9 Notes**



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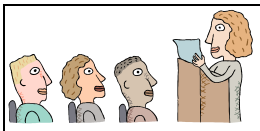

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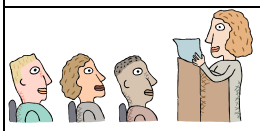

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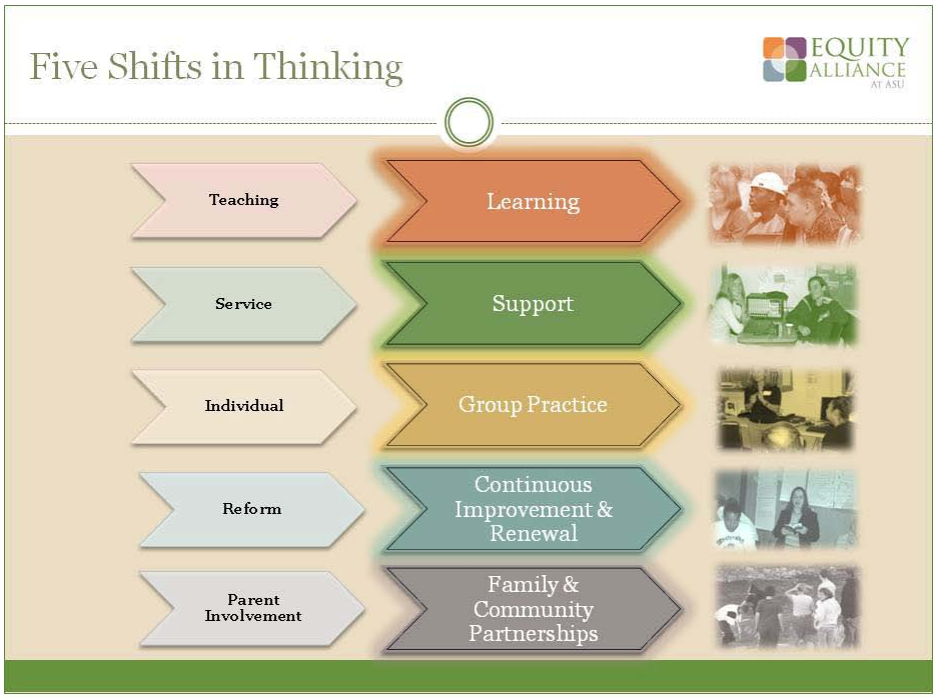




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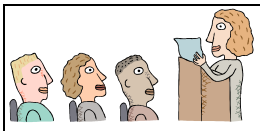

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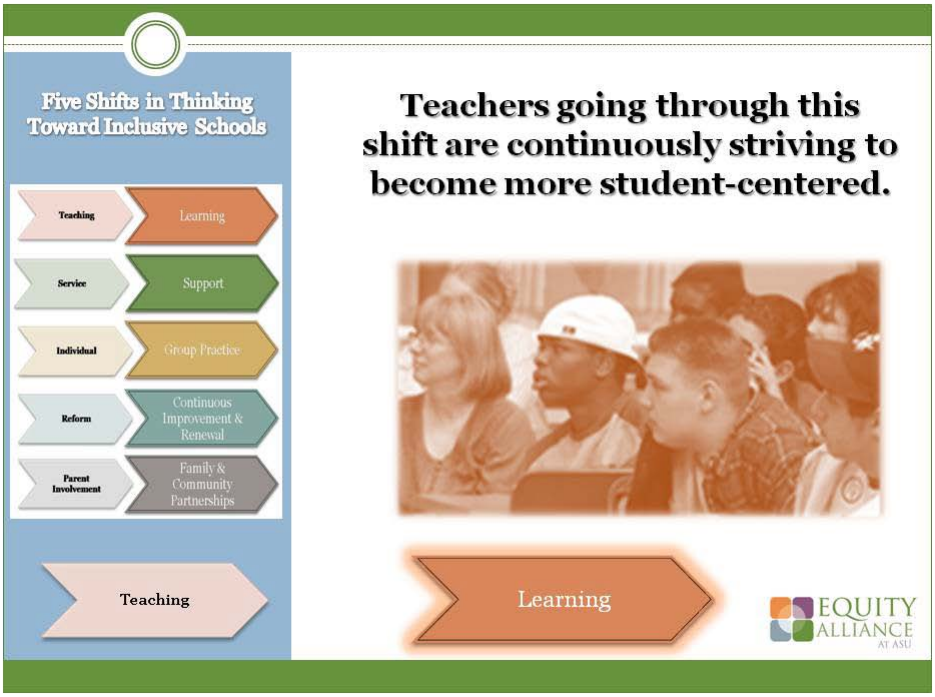


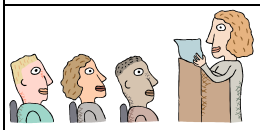

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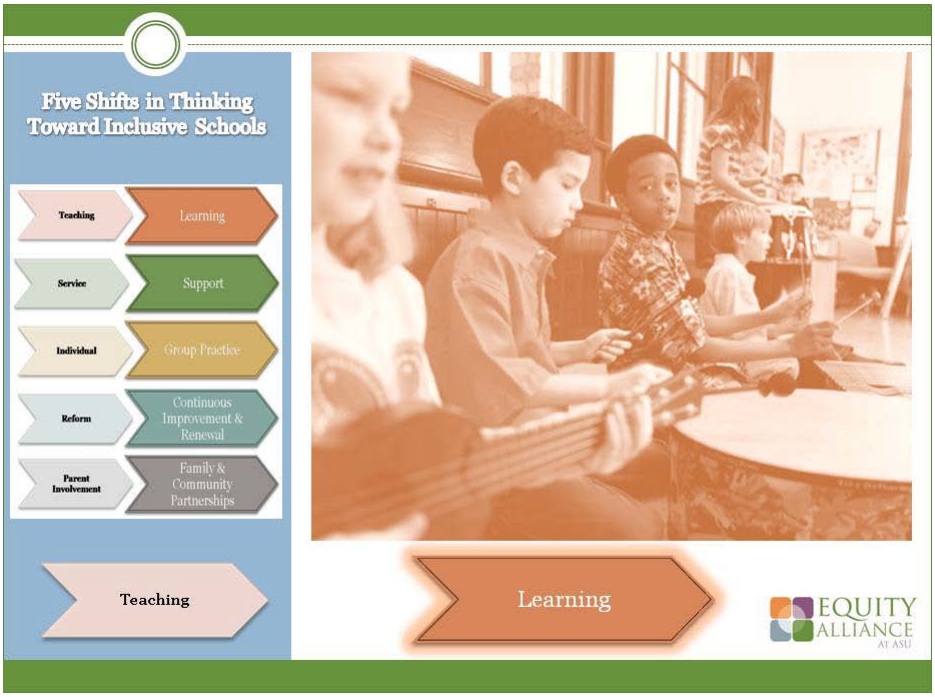




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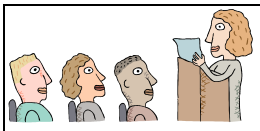

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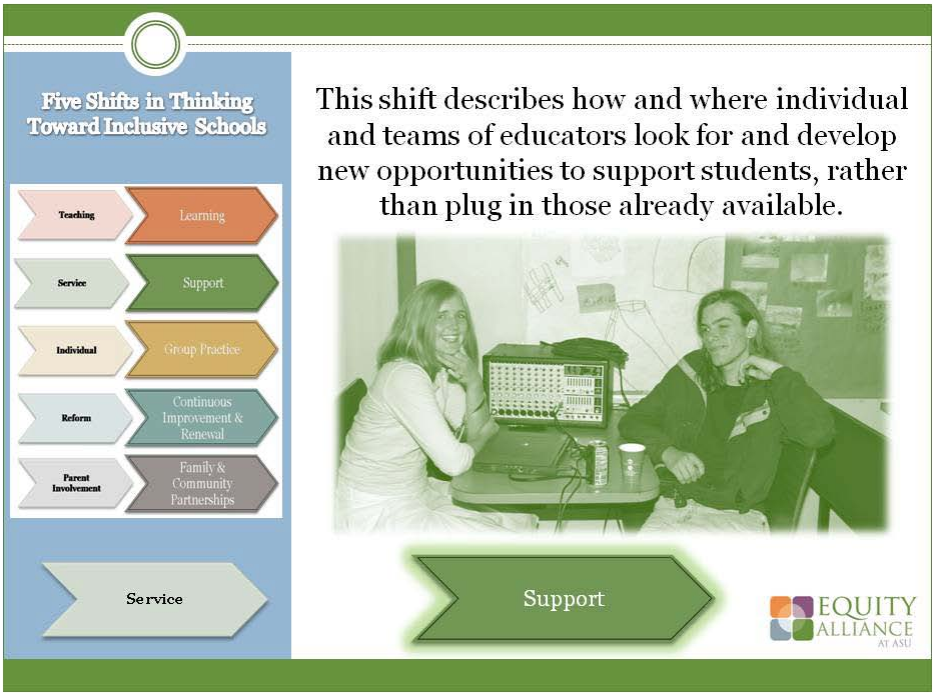


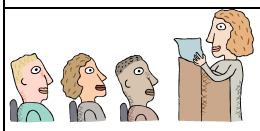

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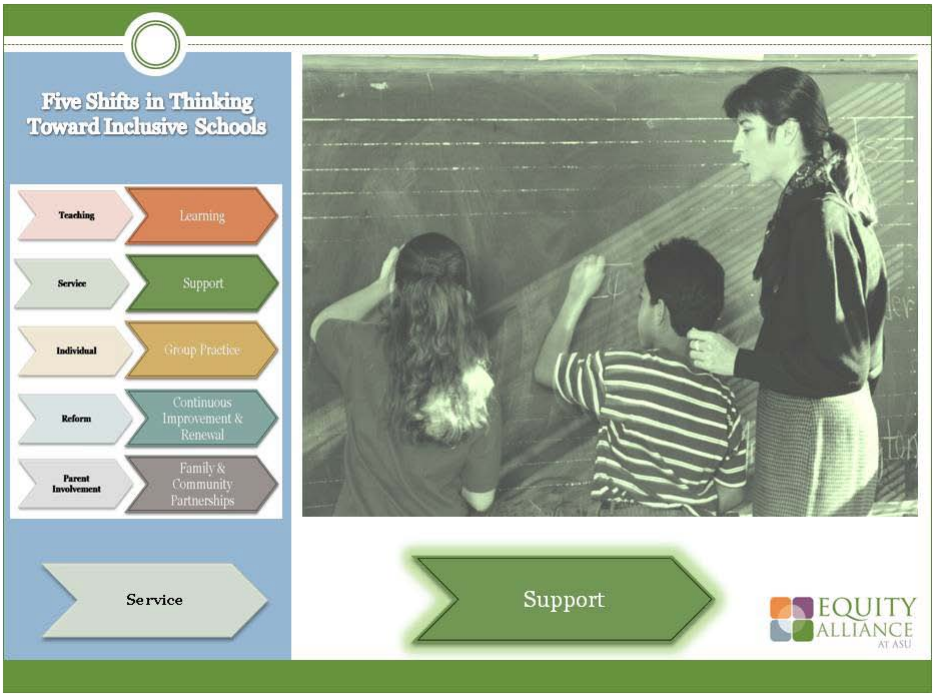




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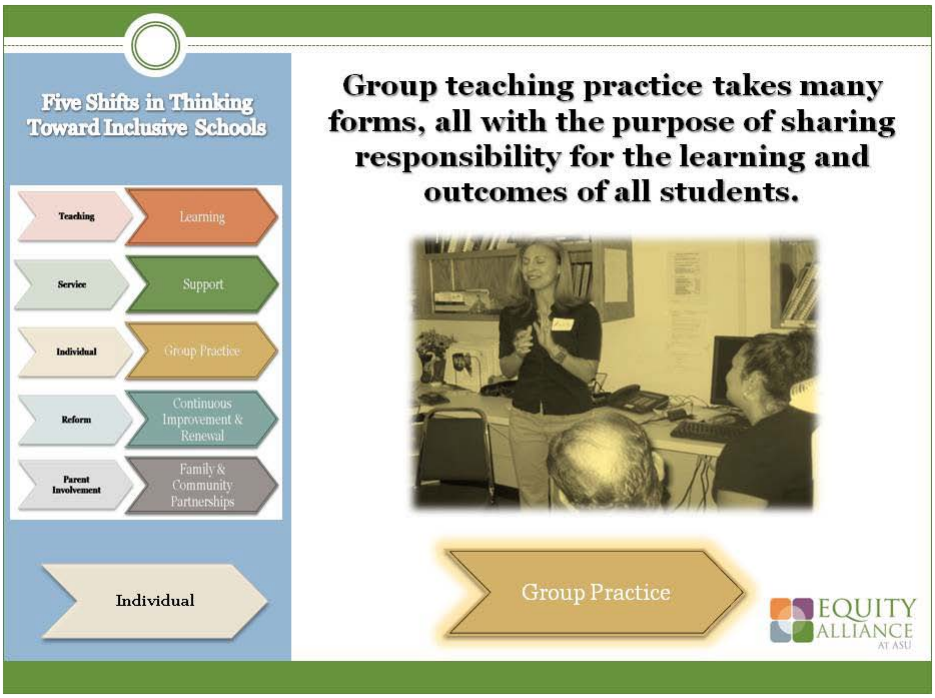


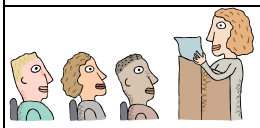

**Slide 17 Notes**

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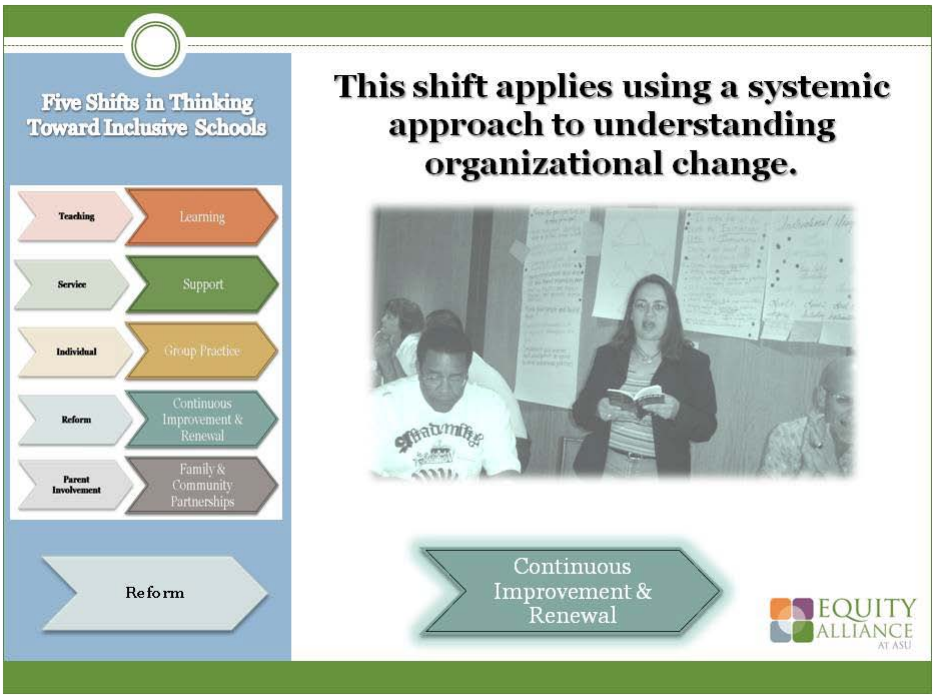
Slide 18 Notes



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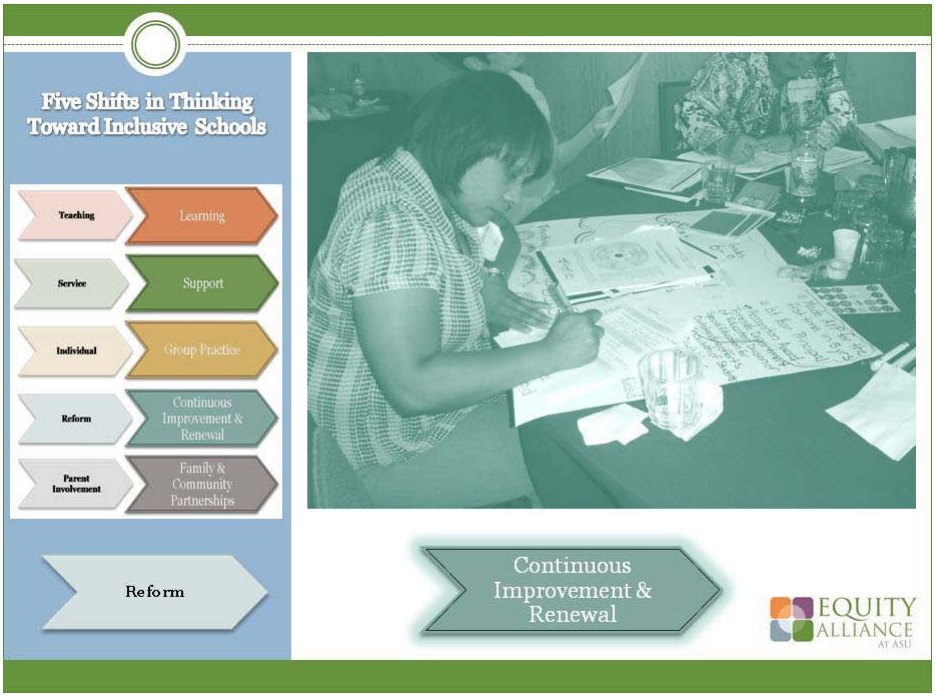
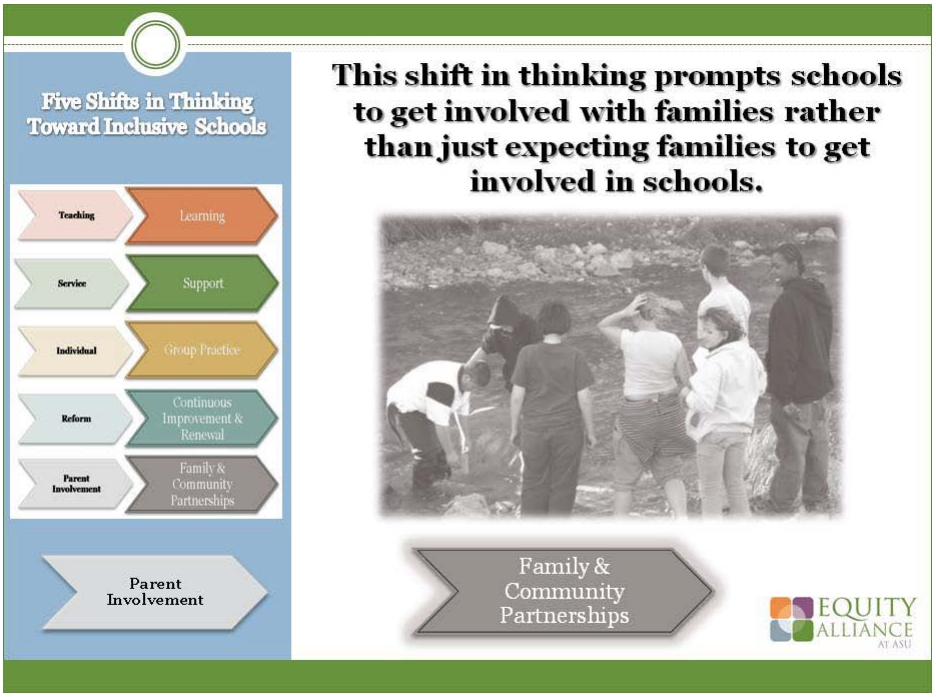
**Slide 19 Notes**



**Slide 20 Notes**



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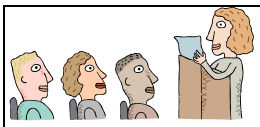

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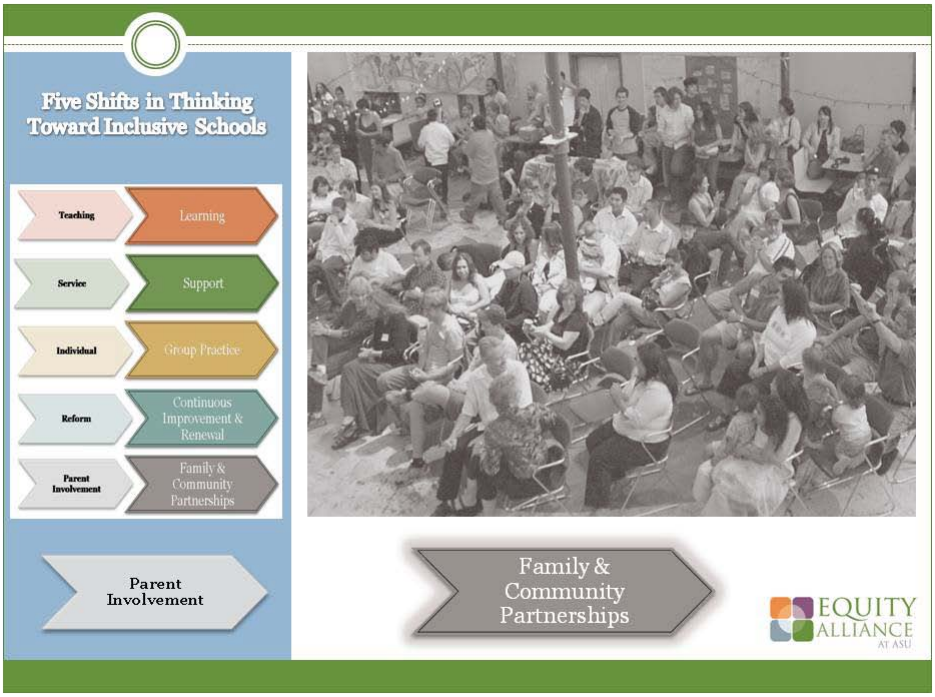
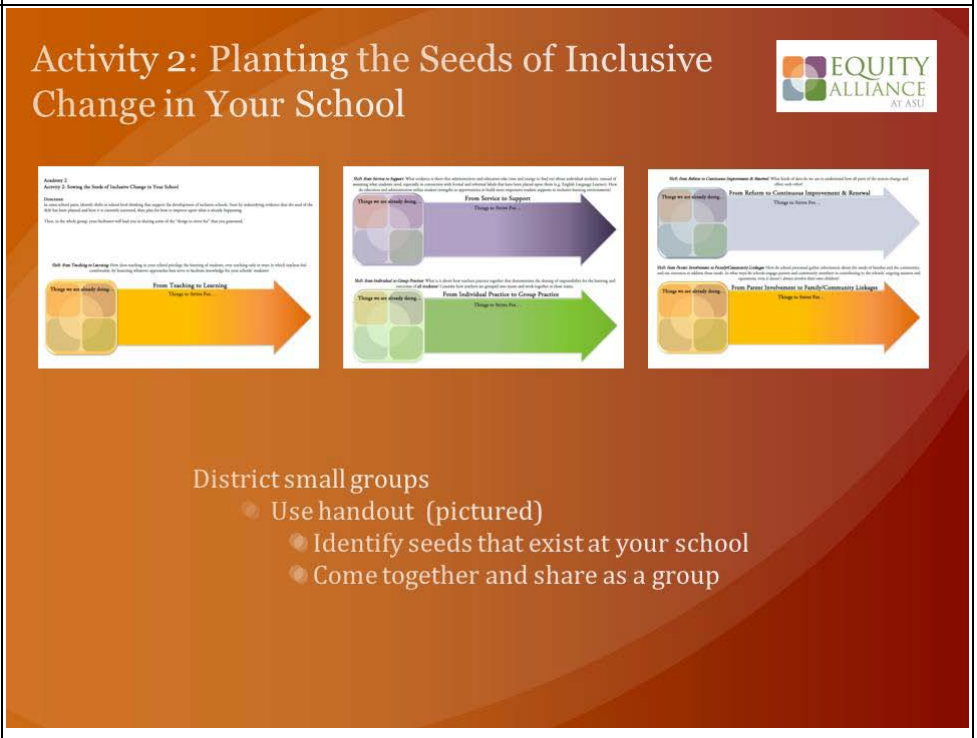


**Activity 2 (Slide 22)**

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



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

***Outcome:*** You will identify shifts in thinking that support inclusive changes that already exist in your 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.

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.



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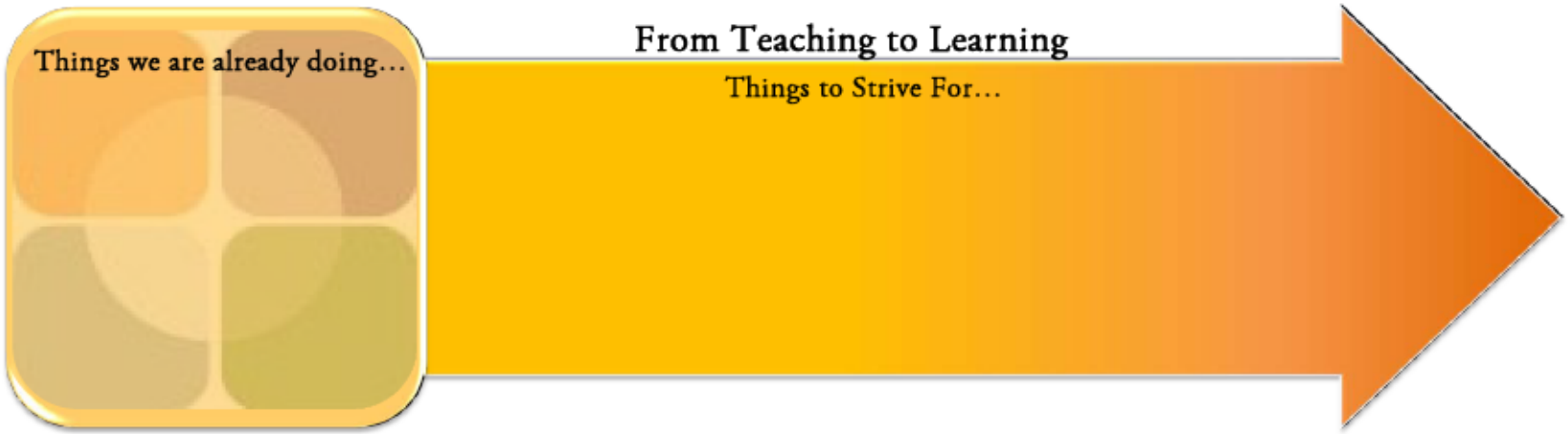
## Academy 2
## Activity 2: Planting the Seeds of Inclusive Change in Your School

**Directions:**
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.

**Shift *from Teaching to Learning*.** How does teaching in your school make student learning a priority? To what extent do teachers teach the ways that are most comfortable for them, as opposed to ways students prefer and show most positive outcomes in connection with?



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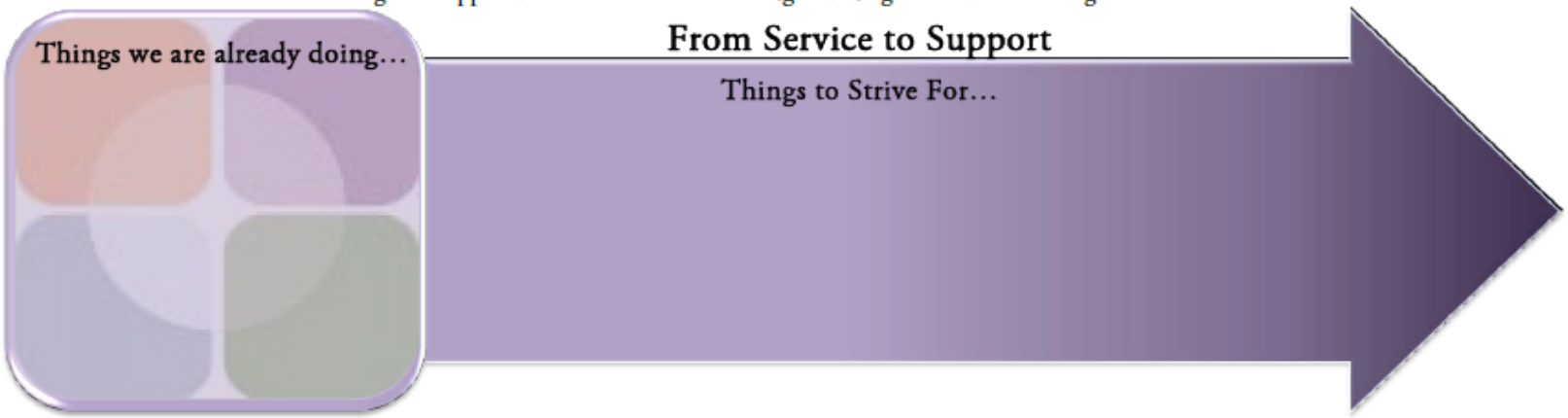
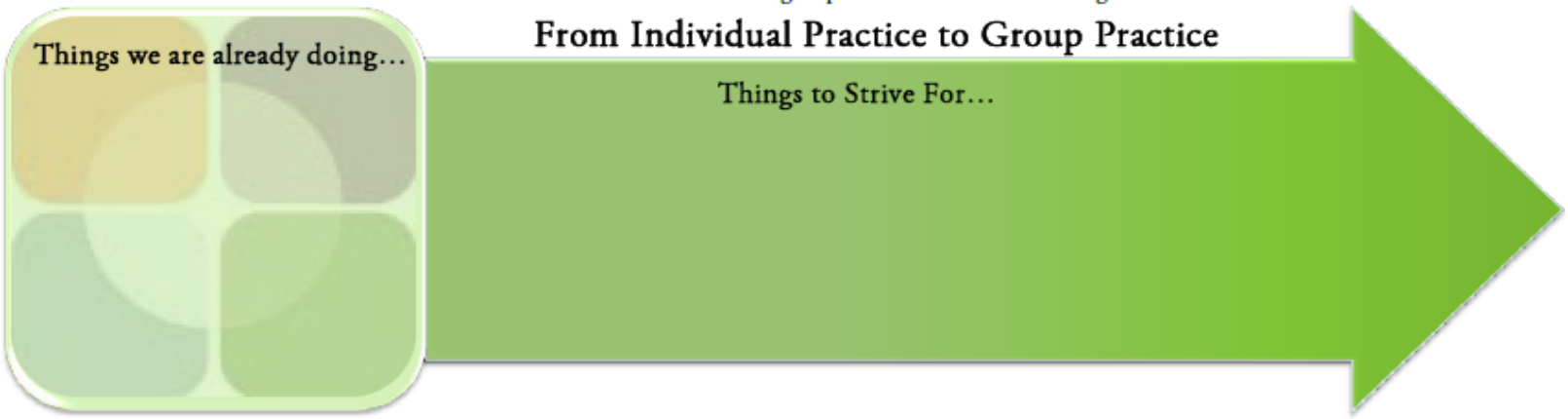
**Shift *from Service to Support***: What evidence is there that administrators and educators take time and energy to find out about individual students, instead of assuming what students need, especially connected to labels put on them (e.g. English Language Learner). How do educators and administrators utilize student strengths as opportunities to facilitate knowledge building in inclusive learning environments?




**Shift *from Individual to Group Practice***: What is it about how teachers practice together that demonstrates the sharing of responsibility for the learning and outcomes of **all students**? Consider how teachers are grouped into teams and work together in these teams.



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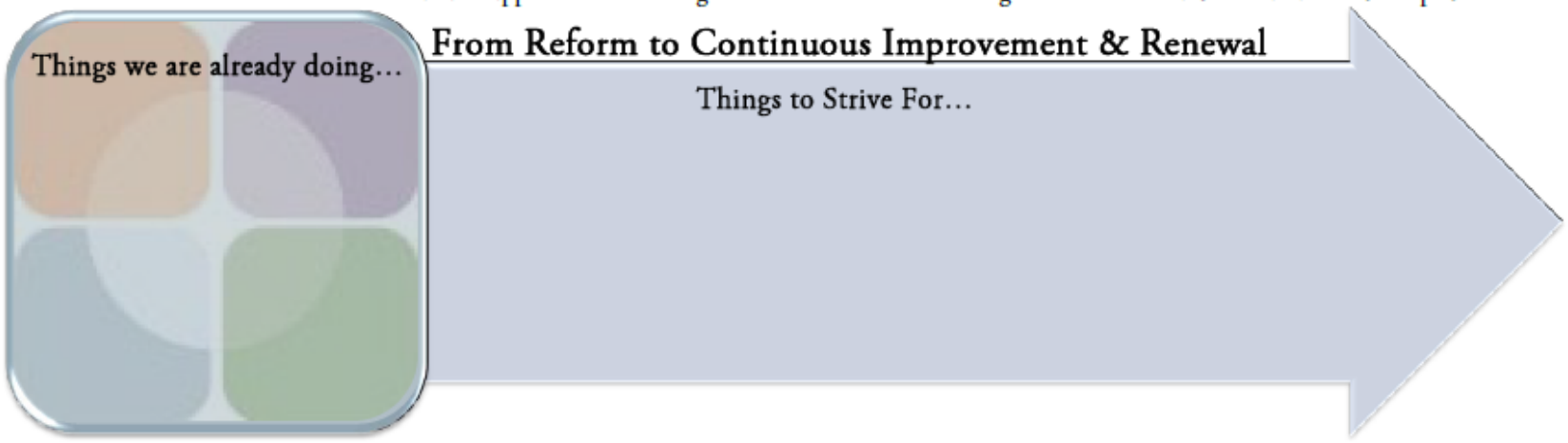
**Shift *from Reform to Continuous Improvement & Renewal*:** What kinds of data do we use to understand how all parts of the system change and effect each other? Does school culture support teachers asking themselves how to make things better? How could this culture be developed?




**Shift *from Parent Involvement to Family/Community Connections & Partnerships*** How do school personnel gather information about the needs of families and the community, and use resources to address these needs. In what ways do schools engage parents and community members in contributing to the schools' ongoing mission and operations, even if it doesn't always involve their own children?

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## Lecturette 2: Characteristics of Inclusive Schools

This lecturette will provide you with the knowledge of how to commit yourself to equity practices, while applying the five shifts in thinking to your 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.

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

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

**Slide 23 Notes**

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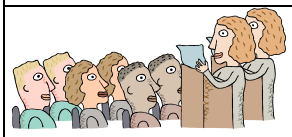
**Slide 24 Notes**

## Lecturette Outcome

*Participants will learn:*

- how to commit to equity;
- how to apply the *5 Shifts in Thinking* to the school level; and
- concrete examples within schools which show the shift in action.



**Slide 25 Notes**

## Inclusive Education: School Level

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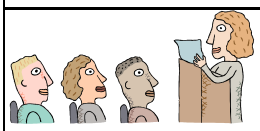
**Slide 26 Notes**



**Slide 27 Notes**

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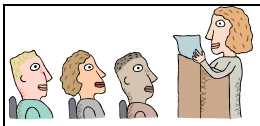

**Slide 28 Notes**

## Inclusive Education: School Level

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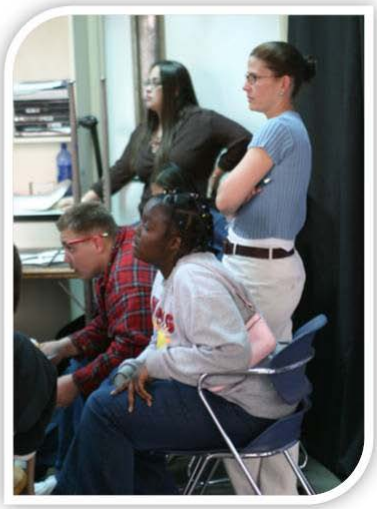
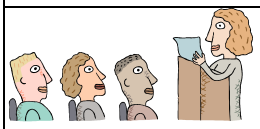
**Equitable Resource Development & Distribution**

- Inclusive schools support and prepare para-professionals, who impact students' academic engagement, learning, and interactions.





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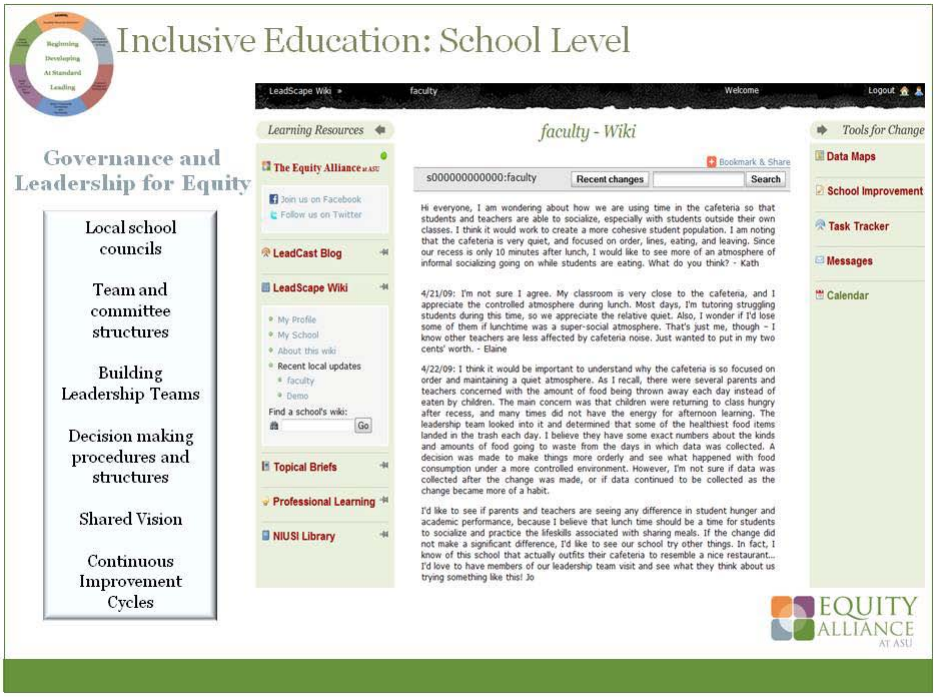




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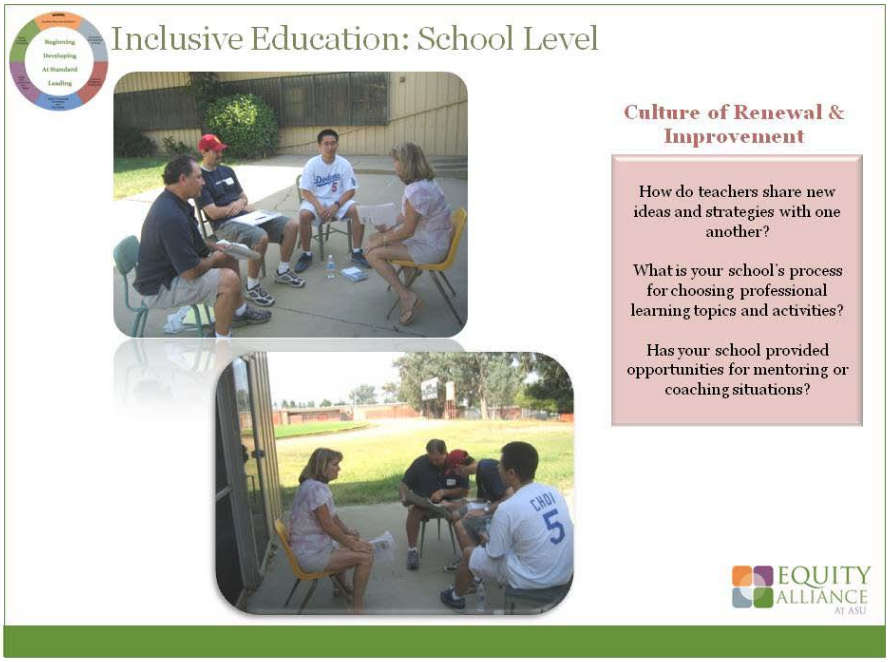
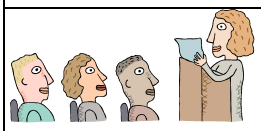
**Slide 30 Notes**



**Slide 31 Notes**

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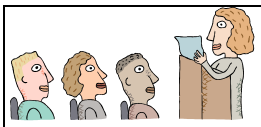

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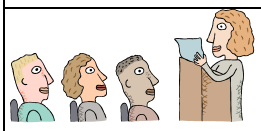

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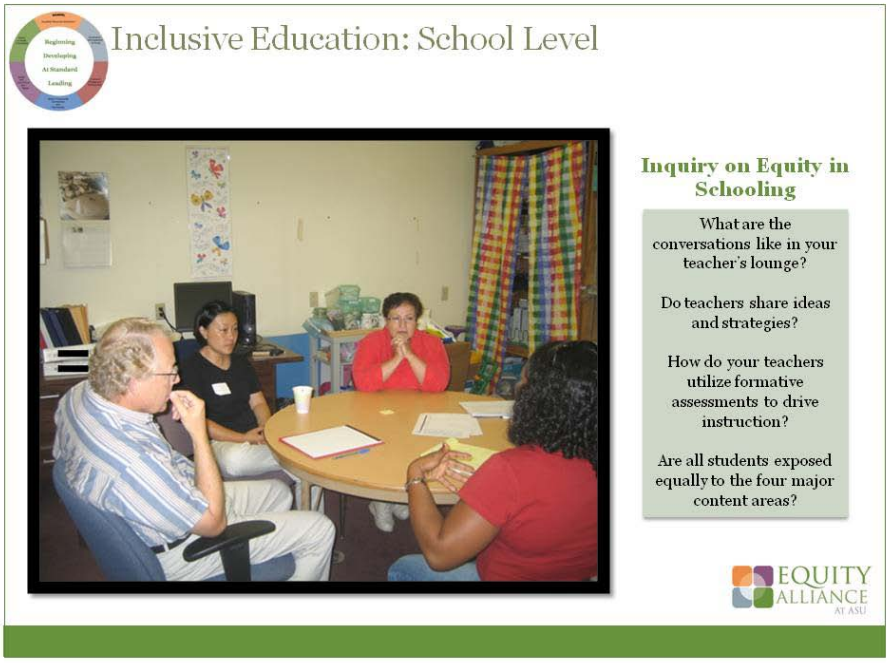




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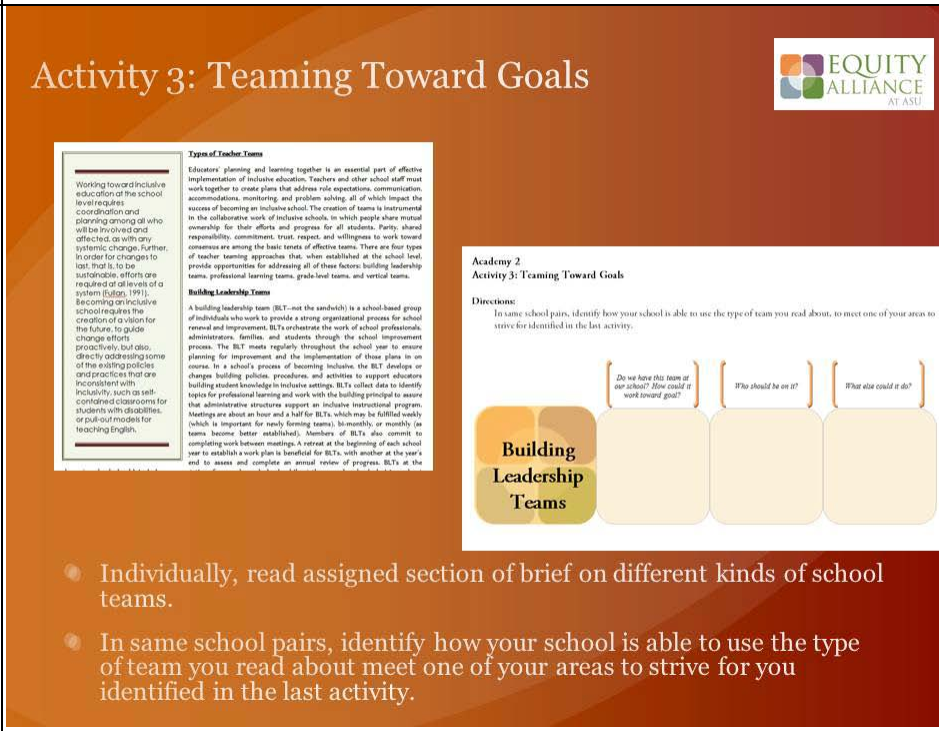
**Slide 34 Notes**

**Activity 3 (Slide 35) *Handouts for this activity are provided on the following page.**



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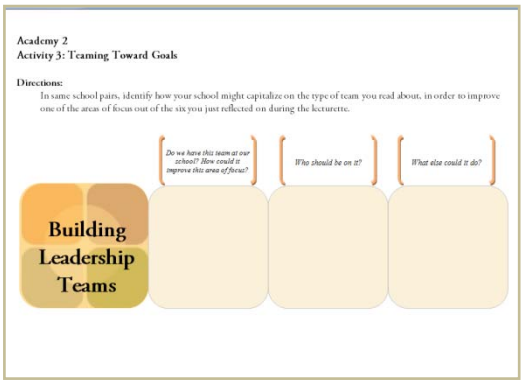
# Activity 3: Teaming Toward Goals

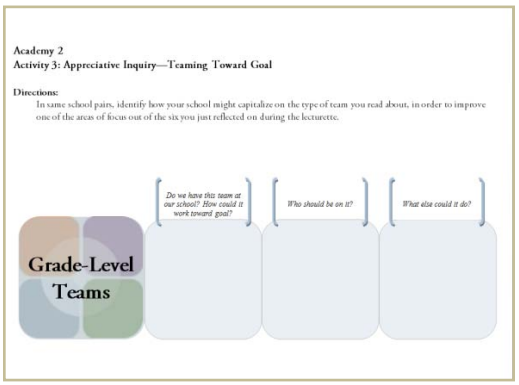
***Outcome:*** You will learn and apply teaming strategies to help your schools become more inclusive.

In same-school pairs, read about one of the four types of teams. Identify how your school might capitalize on the type of team you read about, in order to improve one of the areas of focus out of the six you just reflected on during the lecturette.

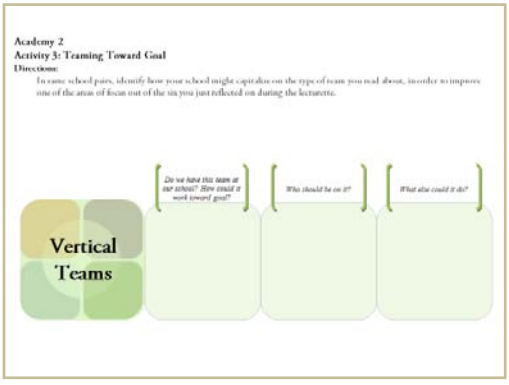
Building Leadership Teams Group Handout


Academy 2
Activity 3: Teaming Toward Goals
Directions:
In same school pairs, identify how your school might capitalize on the type of team you read about, in order to improve one of the areas of focus out of the six you just reflected on during the lecturette.
Do we have this team at our school? How could it improve this area of focus?
Who should be on it?
What else could it do?
Building Leadership Teams

Grade Level Teams Group Handout


Academy 2
Activity 3: Appreciative Inquiry—Teaming Toward Goal
Directions:
In same school pairs, identify how your school might capitalize on the type of team you read about, in order to improve one of the areas of focus out of the six you just reflected on during the lecturette.
Do we have this team at our school? How could it work toward goal?
Who should be on it?
What else could it do?
Grade-Level Teams

Vertical Teams Group Handout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Activity 3: Teaming Toward Goal
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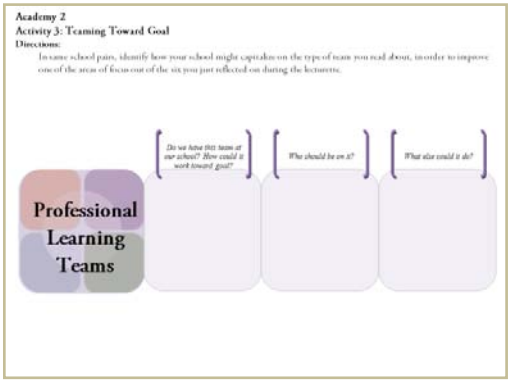
Vertical Teams

Professional Learning Team Group Handout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Who should be on it?
What else could it do?
Professional Learning Teams

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Working toward inclusive education at the school level requires coordination and planning among all who will be involved and affected, as with any systemic change. Further, in order for changes to last, that is, to be sustainable, efforts are required at all levels of a system (Fullan, 1991). Becoming an inclusive school requires the creation of a vision for the future, to guide change efforts proactively, but also, directly addressing some of the existing policies and practices that are inconsistent with inclusivity, such as self-contained classrooms for students with disabilities, or pull-out models for teaching English.

## Types of Teacher Teams

Educators' planning and learning together is an essential part of effective implementation of inclusive education. Teachers and other school staff must work together to create plans that address role expectations, communication, accommodations, monitoring, and problem solving, all of which impact the success of becoming an inclusive school. The creation of teams is instrumental in the collaborative work of inclusive schools, in which people share mutual ownership for their efforts and progress for all students. Parity, shared responsibility, commitment, trust, respect, and willingness to work toward consensus are among the basic tenets of effective teams. There are four types of teacher teaming approaches that, when established at the school level, provide opportunities for addressing all of these factors: building leadership teams, professional learning teams, grade-level teams, and vertical teams.

## Building Leadership Teams

A building leadership team (BLT--not the sandwich) is a school-based group of individuals who work to provide a strong organizational process for school renewal and improvement. BLTs orchestrate the work of school professionals, administrators, families, and students through the school improvement process. The BLT meets regularly throughout the school year to ensure planning for improvement and that the implementation of those plans in on track In a school's process of becoming inclusive, the BLT develops or changes building policies, procedures, and activities to support educators building student knowledge in inclusive settings. BLTs collect data to identify topics for professional learning and work with the building principal to assure that administrative structures support an inclusive instructional program. Meetings are about an hour and a half for BLTs, which may be fulfilled weekly (which is important for newly forming teams), bi-monthly, or monthly (as teams become better established). Members of BLTs also commit to completing work between meetings. A retreat at the beginning of each school year to establish a work plan is beneficial for BLTs, with another at the year's end to assess and complete an annual review of progress. BLTs at the elementary level should include representatives from each grade level, while at the secondary level, decisions about whether representatives should be at the grade and/or content area level have to be made. At all levels, BLTs should include language acquisition specialists, as well as other specialists involved in supporting students' social and physical health (e.g. counselor, school psychologist, school nurse, etc. ) The BLT members should reflect the diverse student, family, and staff population of the school. Also necessary is either direct student and family involvement, or a process through which students' and families' voices are heard by the BLT. All BLT meetings should have a set agenda including time for goal setting, dialogue, and decision making.



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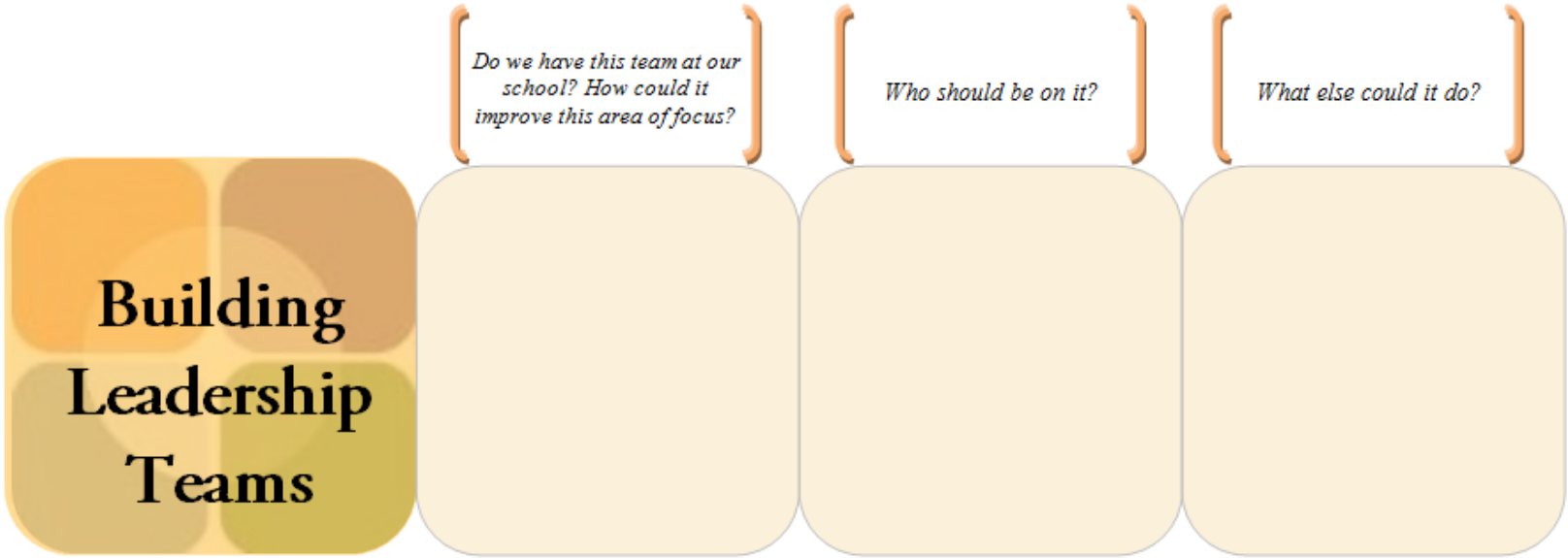
# Teaming Toward Goals

**Directions:**

In same school pairs, identify how your school might capitalize on the type of team you read about, in order to improve one of the areas of focus out of the six you just reflected on during the lecturette.



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## Professional Learning Teams

A professional learning team is a small group of individuals who join together to increase their own capacity through learning for the benefit of students. In inclusive schools, learning centers around topics and strategies that support educating all students in the general education setting, with sufficient resources and supports from building administrators and those at district levels. Learning teams have unlimited potential for impacting inclusive change including supporting the implementation of curricular and instructional innovations, integrating and giving coherence to a school's instructional practice and programs, studying research on being an inclusive teacher and how inclusive education impacts all learners and then sharing this information with the whole staff, and monitoring students' progress over time by anchoring professional learning topics in the examination of student work. Professional learning teams may be classified in two categories: stand-alone teams, made up of individuals with interest in a particular set of topics or in strengthening her or his practice, or, whole-school teams, comprised of all educators, and including paraprofessionals. Since you are here today, it may be as a result of your own, and/or your schools', districts', or states' efforts to be part of or create professional learning teams.



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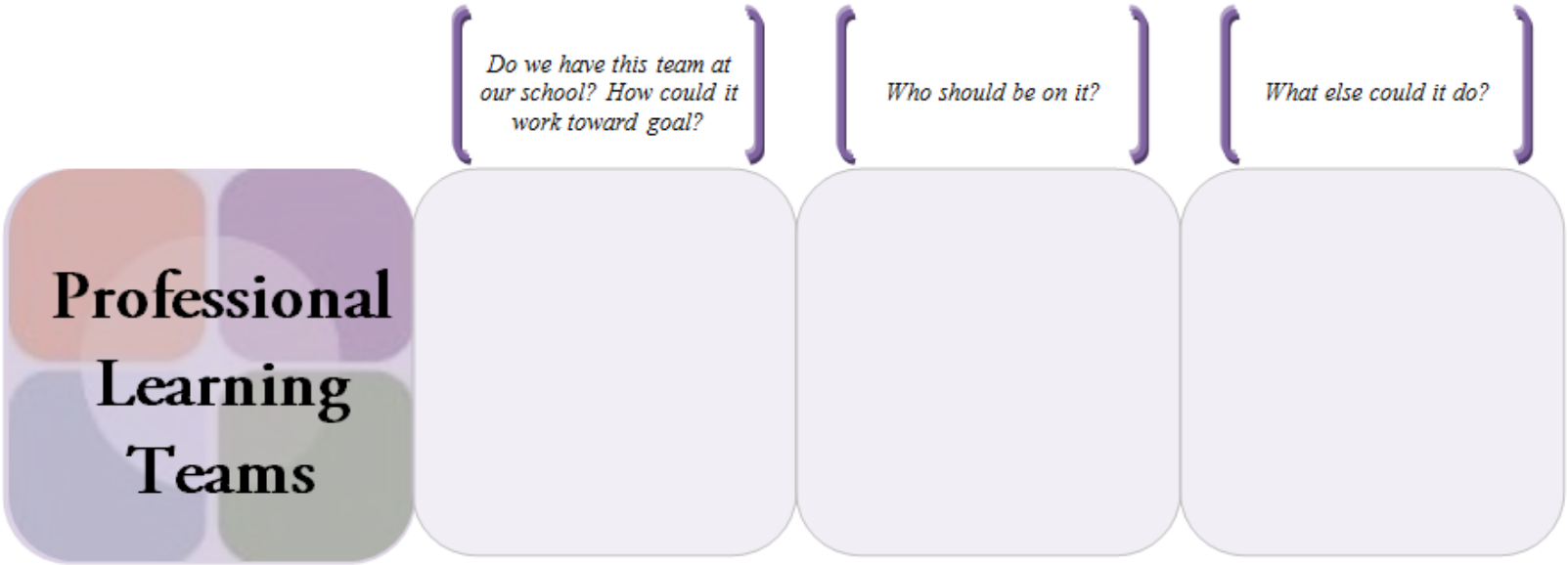
# Teaming Toward Goal

**Directions:**

In same school pairs, identify how your school might capitalize on the type of team you read about, in order to improve one of the areas of focus out of the six you just reflected on during the lecturette.



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## Vertical Teams

Vertical teams help create inclusive schools by fostering a culture of coherence within the school. Vertical teams are comprised of a small number of people from different levels within the building organization who are committed to a common purpose and to creating and reaching performance goals (Texas Leadership Center, 1998) that are associated with becoming an inclusive school. These teams may involve teachers across grade levels and schools, such as 5$^{th}$ grade teachers working with middle and high school educators, thus providing strong, easily navigated transitions through which students can move. Successful vertical teams have the following key features in common: they have a definite structure, roles and tasks are clearly delineated, and members know the team's purpose and the outcomes they are working to produce. Also, they have ready access to school-level information and have time provided to them for the communication that they need. Vertical teams can be very useful for researching sound instructional strategies, studying assessment data, developing professional learning syllabi and establishing connections within student curricula to align content across grades. Vertical teams increase student achievement as a result of discussions relating to how the different levels of educators can relate to one another in a meaningful way and thus build relationships which look to continually improve the education of all students across schools.



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## Teaming Toward Goal

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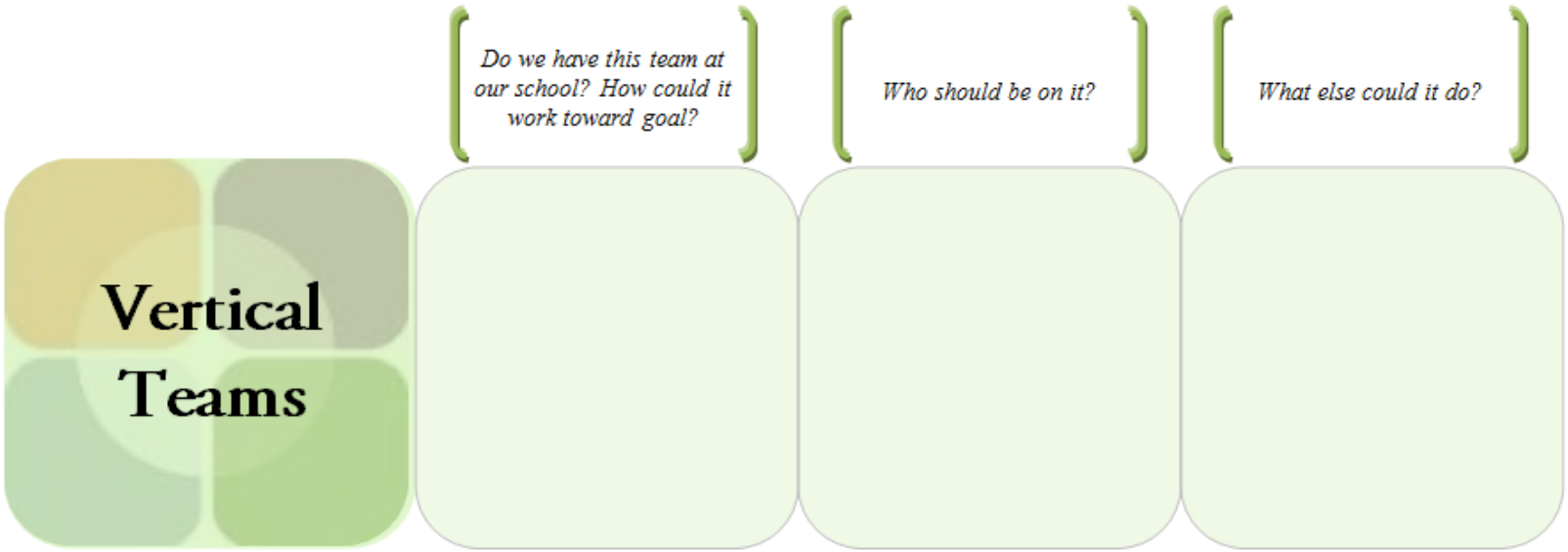




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Educators' planning and learning together is an essential part of effective implementation of inclusive education. Teachers and other school staff must work together to create plans that address role expectations, communication, accommodations, monitoring, and problem solving, all of which impact the success of becoming an inclusive school. The creation of teams is instrumental in the collaborative work of inclusive schools, in which people share mutual ownership for their efforts and progress for all students. Parity, shared responsibility, commitment, trust, respect, and willingness to work toward consensus are among the basic tenets of effective teams. There are four types of teacher teaming approached that, when established at the school level, provide opportunities for addressing all of these factors: building leadership teams, professional learning teams, grade level teams, and vertical teams.

## Grade-Level Teams

Grade-level teams drive the facilitation of student learning and continuous progress. Because it is the team, not the individual teacher, who is responsible for student progress at a particular grade level, grade-level teams help schools in the *individual to group practice shift in thinking* that we talked about earlier in this academy. Grade-level teams have a well-organized and respected team leader, chosen by the principal as a result of getting input from each member of the team, and considering who is interested in fulfilling that role. Most often grade-level team leaders are selected by the principal, because s/he must be empowered by the principal, and able to build consensus before whole-staff meetings so that staff meetings are used to build solutions rather than address problems. Additionally, the grade-level team leader should assist in communicating the needs of the team to the building administrators regarding professional learning needed resources. Grade-level teams typically meet once a week and focus on agendas, meetings, planning, collaborating, and discussing the desired outcomes for a successful inclusive school environment.



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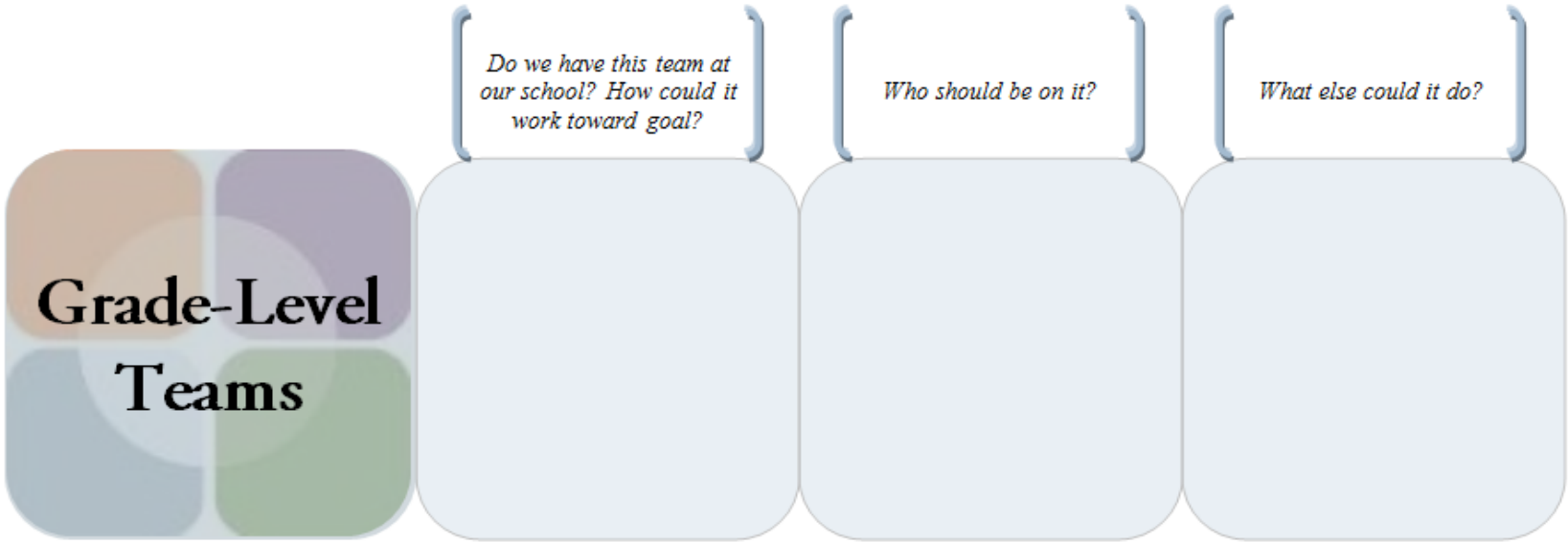
# Teaming Toward Goal

**Directions:**

In same school pairs, identify how your school might capitalize on the type of team you read about, in order to improve one of the areas of focus out of the six you just reflected on during the lecturette.



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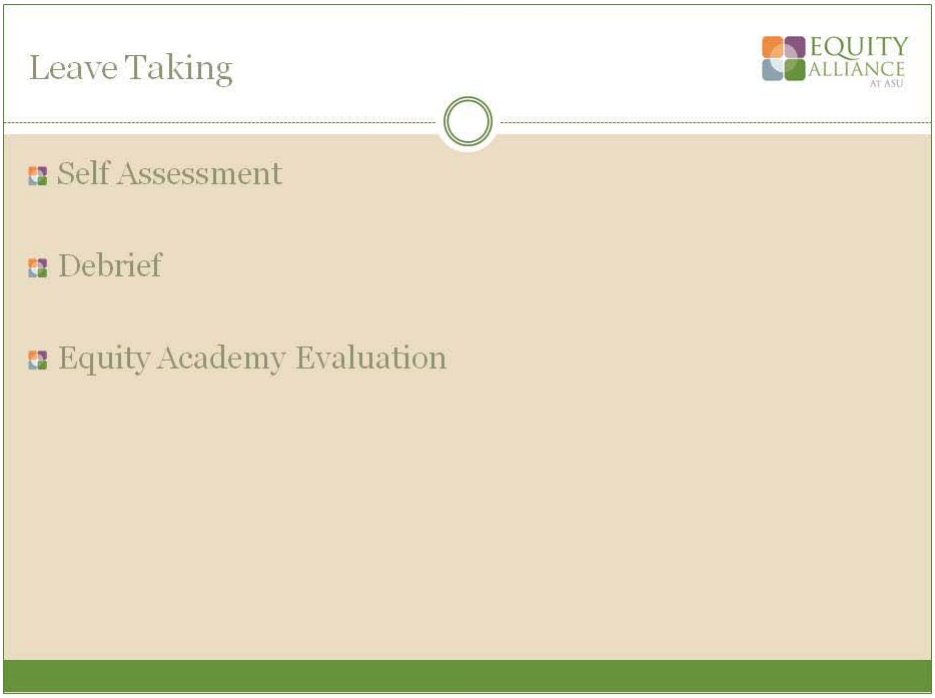
**Slide 36 Notes**



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## Academy 2 Self-Assessment

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

1. How would you rate your own school's structure and use of space and time?

2. Describe some key features and aspects of inclusive schools.

3. Discuss some one or two of the five shifts in thinking that need to occur for inclusive schools to be possible.

4. Why is a culture of renewal and improvement necessary?

## Academy 2 Evaluation



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# 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 stafff 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



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## Resources

### Circle of Inclusion

http://www.circleofinclusion.org/

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

### Council for Exceptional Children (CEC)

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

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

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

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

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

### Family Village: A Global Community of Disability-Related Resources

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

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



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### 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.



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### Office of Special Education and Rehabilitative Services (OSERS)

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

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

### PBS Parents
### Inclusive Communities: Inclusive Education

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

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

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

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

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



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# Glossary

## 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.



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## 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.



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