EQUITY ALLIANCE AT ASU

Inclusive Education for Equity

Professional Learning

Module 1

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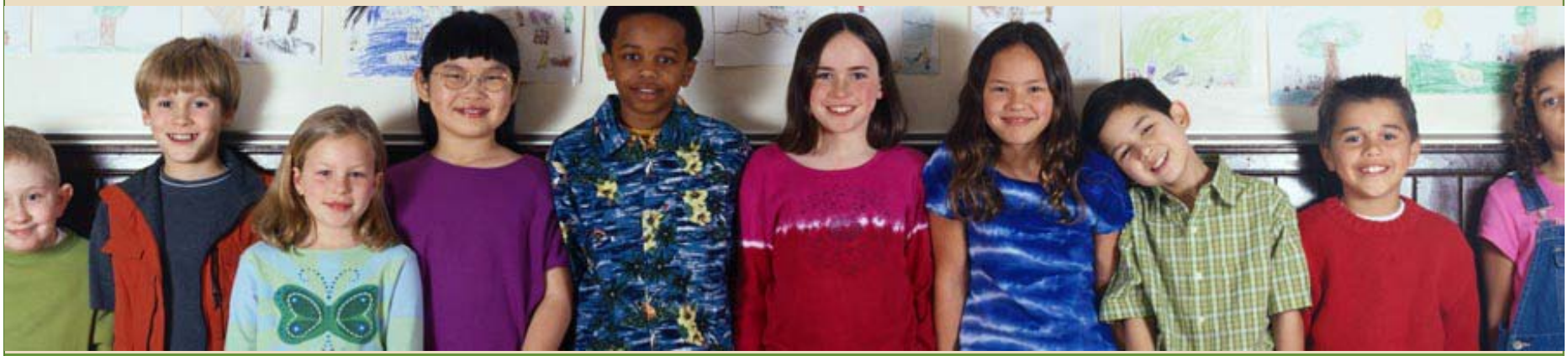
Academy 2:

Exploring Inclusive Practices in Schools

Where Everyone Belongs and Shares in Learning



Introductions

- Facilitators
- Sponsors

The Equity Alliance at ASU

www.equityallianceatasu.org

Introductions

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Participants

- Roles
- Take Away

Academy Outcomes

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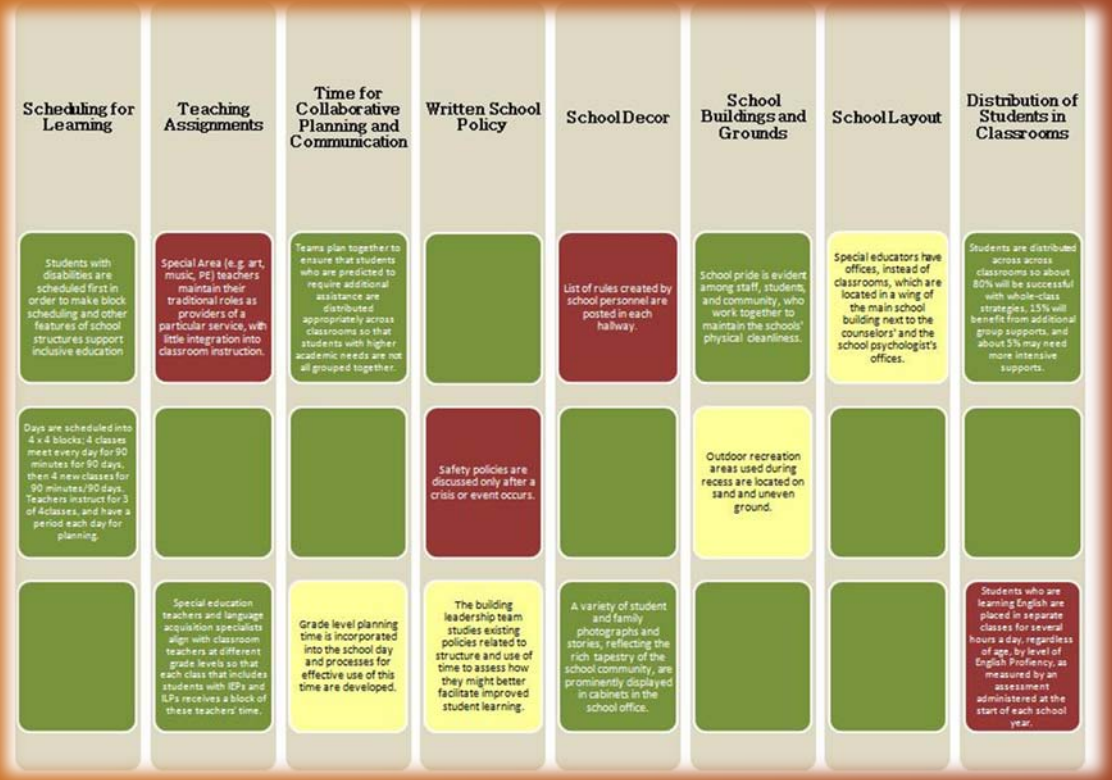
Participants will:

- 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.

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: Organizing Space, Time, and Personnel in Inclusive Schools



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.

In pairs: Use handout (pictured)

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

Lecturette 1

Shifts in Thinking and Practice that Support Inclusive Schools

Lecturette Outcome

Participants will learn:

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

The Multi-level Efforts of Inclusive Schools

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ENGAGE DIVERSITY

ENSURE ACCESS

DIFFERENTIATE LEARNING

PROMOTE COLLABORATIVE TEACHING

FOSTER PARTNERSHIPS

STRUCTURE SCHOOLS FLEXIBLY

HOLD HIGH EXPECTATIONS

BUILD INCLUSIVE COMMUNITIES

KEEP IMPROVING

Five Shifts in Thinking

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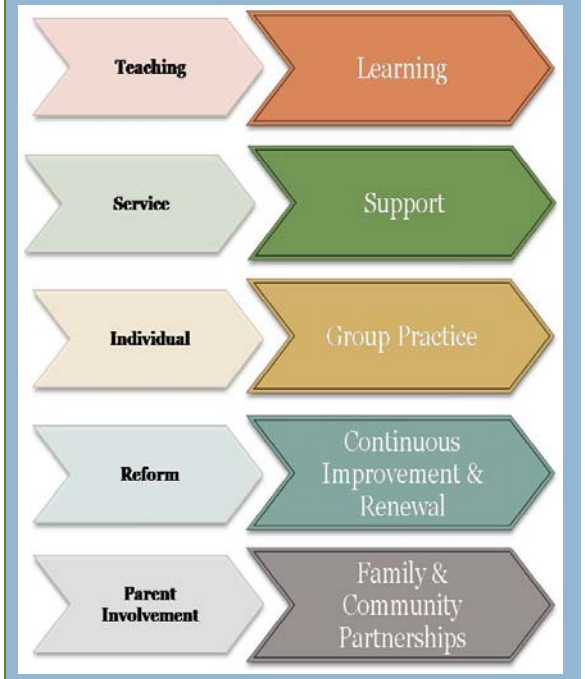
Teaching	Learning
Service	Support
Individual	Group Practice
Reform	Continuous Improvement & Renewal
Parent Involvement	Family & Community Partnerships

Five Shifts in Thinking Toward Inclusive Schools



Teaching

Teachers going through this shift are continuously striving to become more student-centered.

Learning

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Five Shifts in Thinking Toward Inclusive Schools

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Teaching

Learning

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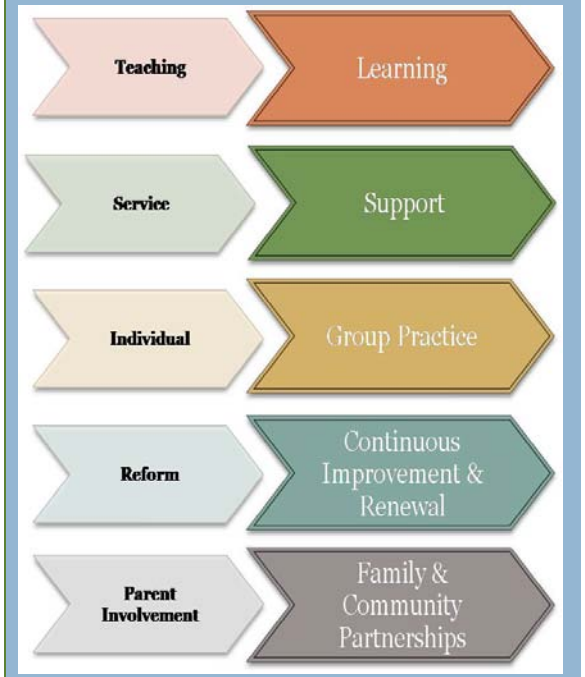

Service

This shift describes how and where individual and teams of educators look for and develop new opportunities to support students, rather than plug in those already available.

Support

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Five Shifts in Thinking Toward Inclusive Schools

Teaching	Learning
Service	Support
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Reform	Continuous Improvement & Renewal
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Service

Support

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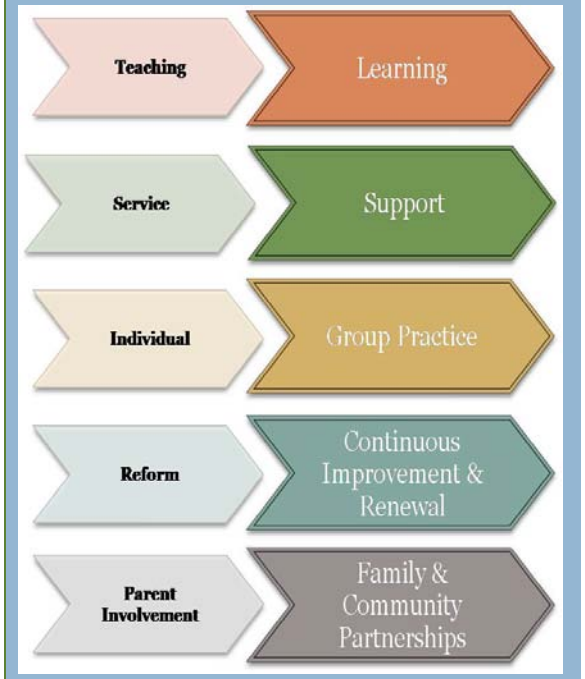

Individual

Group teaching practice takes many forms, all with the purpose of sharing responsibility for the learning and outcomes of all students.

Group Practice

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Five Shifts in Thinking Toward Inclusive Schools

Teaching	Learning
Service	Support
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Individual

Group Practice

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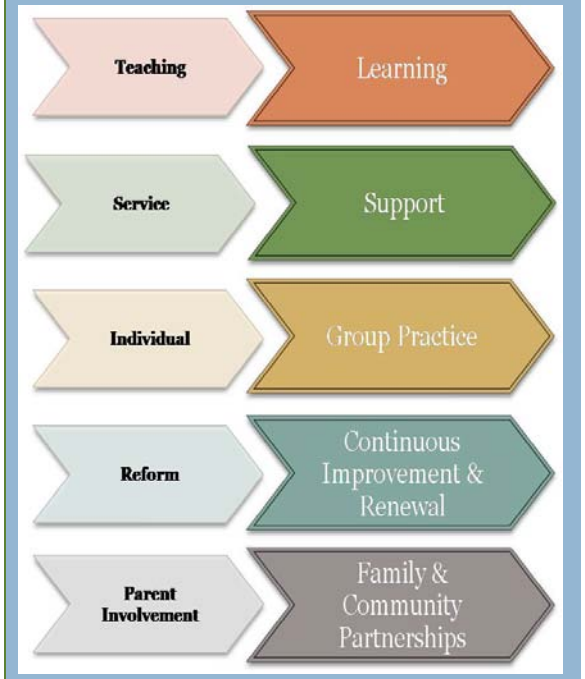
Five Shifts in Thinking Toward Inclusive Schools



Reform

This shift applies using a systemic approach to understanding organizational change.

Continuous Improvement & Renewal

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Five Shifts in Thinking Toward Inclusive Schools

Teaching	Learning
Service	Support
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Reform	Continuous Improvement & Renewal
Parent Involvement	Family & Community Partnerships

Reform

Continuous Improvement & Renewal

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Five Shifts in Thinking Toward Inclusive Schools

Teaching	Learning
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Parent Involvement	Family & Community Partnerships

Parent Involvement

This shift in thinking prompts schools to get involved with families rather than just expecting families to get involved in schools.

Family & Community Partnerships

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Five Shifts in Thinking Toward Inclusive Schools

Teaching	Learning
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Parent Involvement

Family & Community Partnerships

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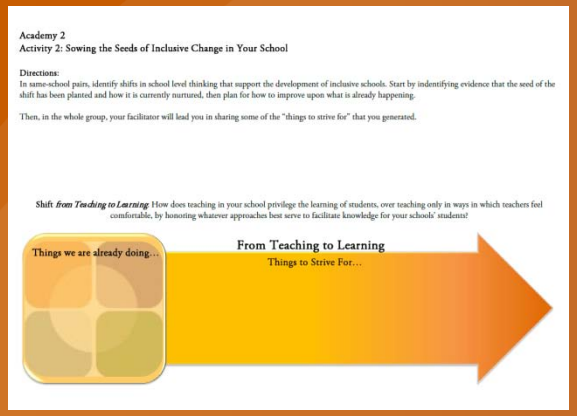
Activity 2: Planting the Seeds of Inclusive Change in Your School



Academy 2
Activity 2: Sowing 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 privilege the learning of students, over teaching only in ways in which teachers feel comfortable, by honoring whatever approaches best serve to facilitate knowledge for your schools' students?

Things we are already doing…

From Teaching to Learning

Things to Strive For…

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 in connection with formal and informal labels that have been placed upon them (e.g. English Language Learner). How do educators and administrators utilize student strengths as opportunities to build more responsive student supports in inclusive learning environments?

Things we are already doing…

From Service to Support

Things to Strive For…

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.

Things we are already doing…

From Individual Practice to Group Practice

Things to Strive For…

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?

Things we are already doing…

From Reform to Continuous Improvement & Renewal

Things to Strive For…

Shift *from Parent Involvement to Family/Community Linkages*: 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 it doesn't always involve their own children?

Things we are already doing…

From Parent Involvement to Family/Community Linkages

Things to Strive For…

District small groups

- Use handout (pictured)
  - Identify seeds that exist at your school
  - Come together and share as a group

Lecturette 2

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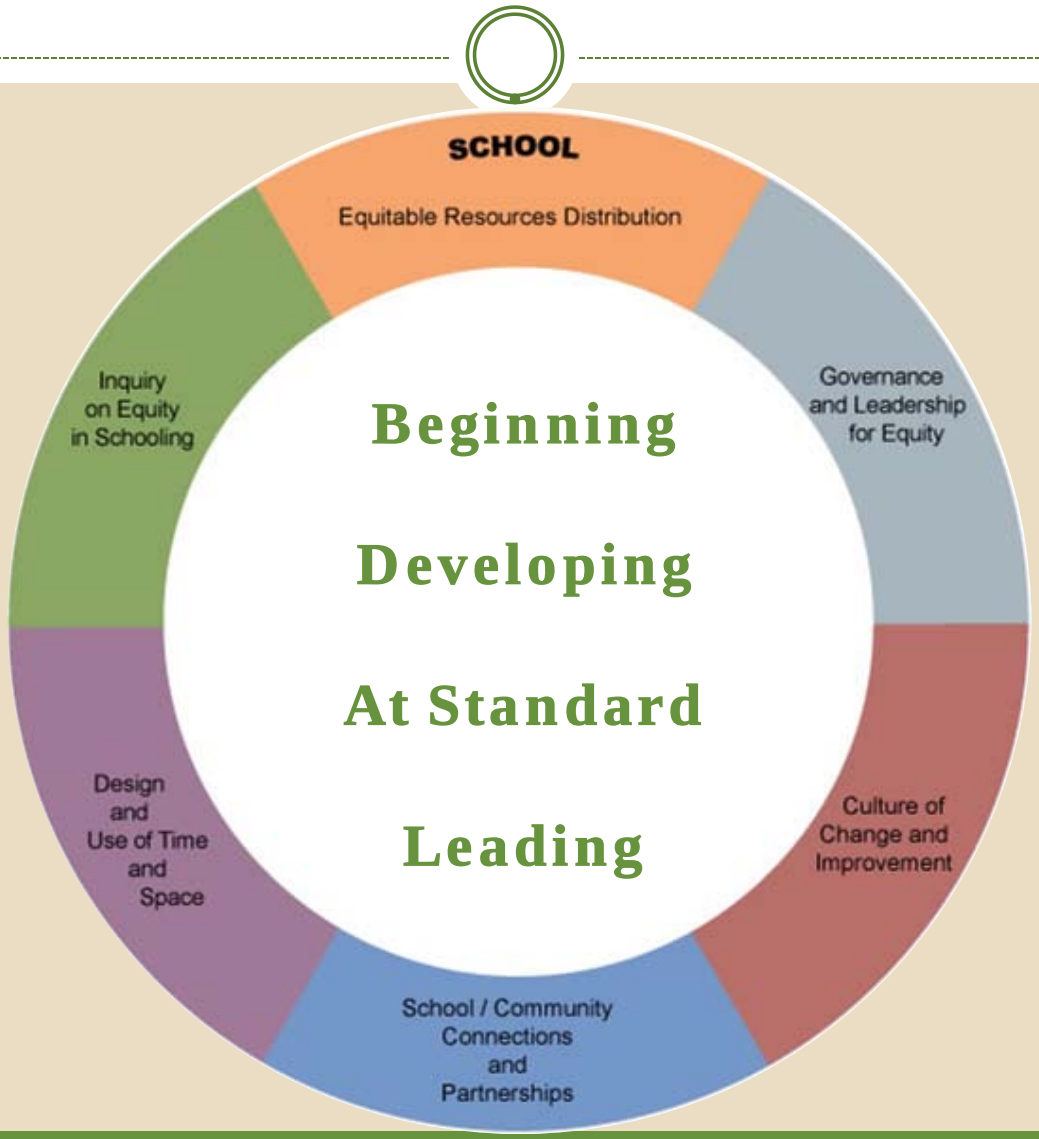
Characteristics of Inclusive Schools

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.

Inclusive Education: School Level



Inclusive Education: School Level

Equitable Resource Development & Distribution

- How do new teachers get assigned to grade levels or content areas?
- Do new teachers get the same materials as experience teachers?
- How are class sizes distributed?
- Are all classrooms equipped with the same furniture and technology?
- Do all students have access to the same materials and supplies?

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Inclusive Education: School Level

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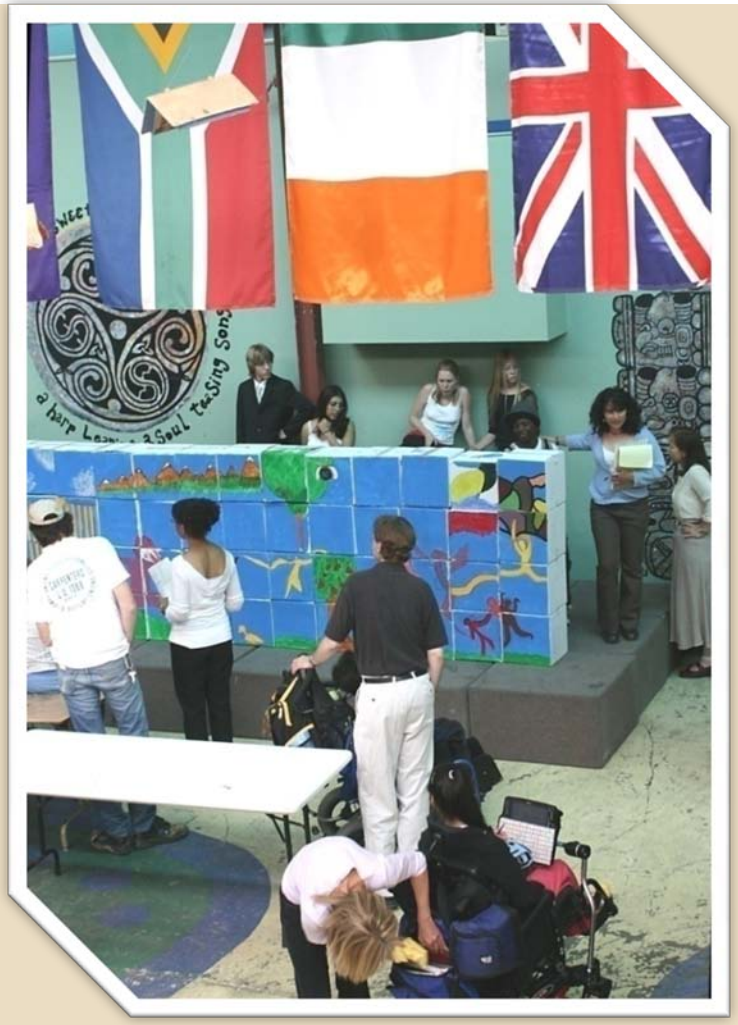

Equitable Resource Development & Distribution

- Houses create smaller learning communities
- More consistency over time; students stay several years
- Allow collaboration, co-teaching, and flexible student grouping
- Shared expectations for student learning and outcomes

Inclusive Education: School Level

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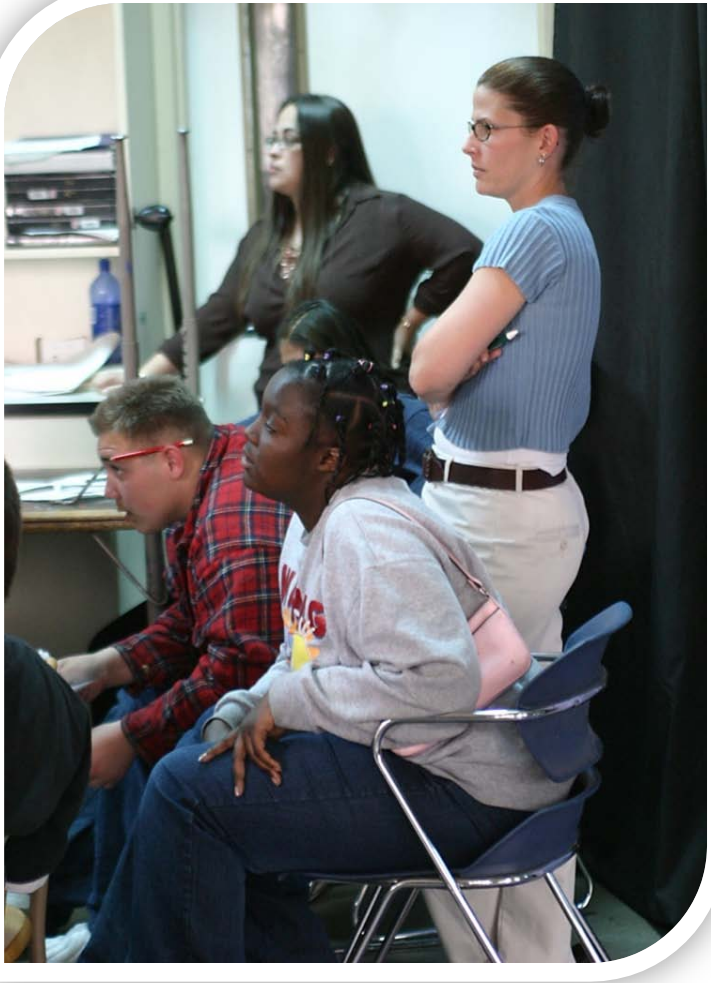
Equitable Resource Development & Distribution

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



Inclusive Education: School Level

Governance and Leadership for Equity

Local school councils

Team and committee structures

Building Leadership Teams

Decision making procedures and structures

Shared Vision

Continuous Improvement Cycles

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Inclusive Education: School Level

Culture of Renewal & Improvement

How do teachers share new ideas and strategies with one another?

What is your school's process for choosing professional learning topics and activities?

Has your school provided opportunities for mentoring or coaching situations?

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Inclusive Education: School Level

School/Community Participation and Partnerships

How have you connected with families in your community?

What community centers and houses of worship have you collaborated with around after-school programs?

What can your school do beyond Open House and Conference nights?

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Inclusive Education: School Level

Design and Use of Time and Space

Where are students' classes located?

Are all students' classrooms in the same area?

What are some creative ways that your teachers are using space to engage student learning?

Which students are losing precious learning time walking to different areas of the school?

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Inclusive Education: School Level

Inquiry on Equity in Schooling

What are the conversations like in your teacher's lounge?

Do teachers share ideas and strategies?

How do your teachers utilize formative assessments to drive instruction?

Are all students exposed equally to the four major content areas?

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Inclusive Education: School Level

CLICK HERE> http://www.youtube.com/watch?v=V1K_8jfXuTo

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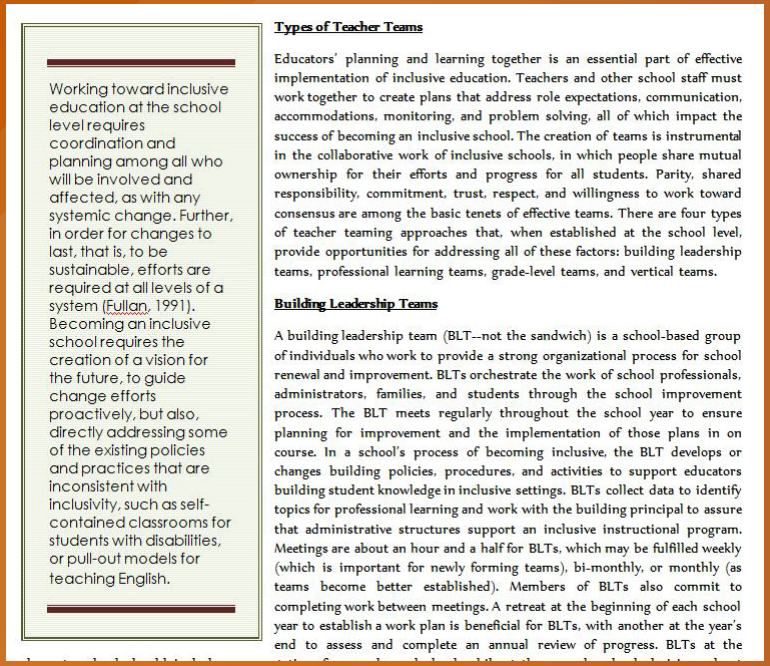
Activity 3: Teaming Toward Goals



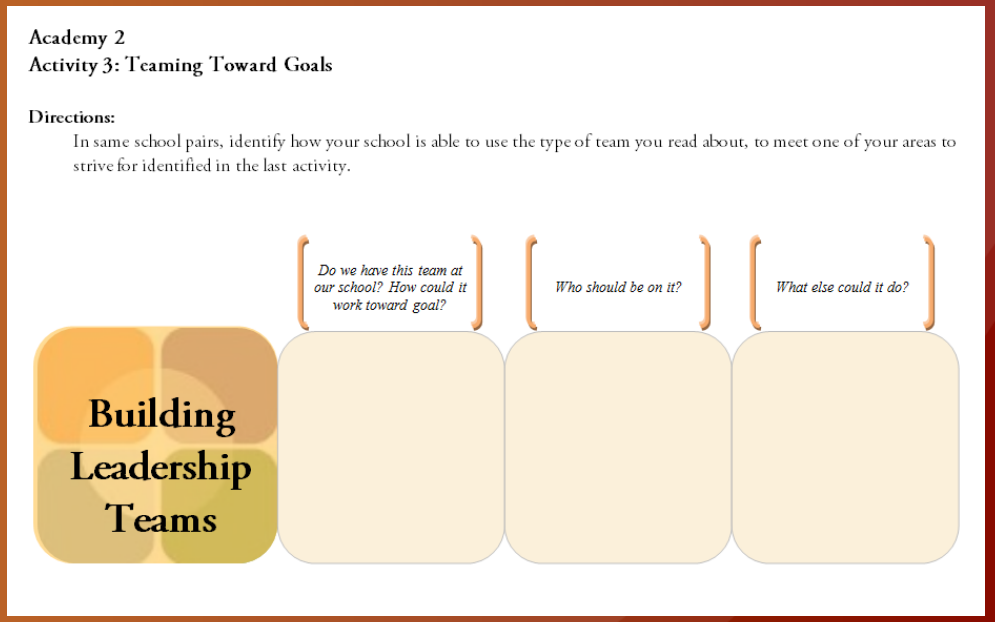
Working toward inclusive education at the school level requires coordination and planning among all who will be involved and affected, as with any systemic change. Further, in order for changes to last, that is, to be sustainable, efforts are required at all levels of a system (Fullan, 1991). Becoming 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 the implementation of those plans in on course. 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



Academy 2
Activity 3: Teaming Toward Goals

Directions:

In same school pairs, identify how your school is able to use the type of team you read about, to meet one of your areas to strive for identified in the last activity.

	Do we have this team at our school? How could it work toward goal?	*Who should be on it?*	*What else could it do?*
Building Leadership Teams			

- Individually, read assigned section of brief on different kinds of school teams.
- In same school pairs, identify how your school is able to use the type of team you read about meet one of your areas to strive for you identified in the last activity.

Leave Taking

- Self Assessment
- Debrief
- Equity Academy Evaluation