



MODULE

3

## Inclusive Schools

# Academy 1 v.1: Understanding Inclusive Schooling

## Facilitator Manual



Great Urban Schools: Learning Together Builds Strong Communities



[www.urbanschools.org](http://www.urbanschools.org)



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## *National Institute for Urban School Improvement*

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence based practice in early intervention, universal design, literacy and positive behavior supports.

Part of NIUSI's work is to link existing general education reform networks with special education networks and we also synthesize existing research into products that are made accessible in both print and electronic versions. These offerings support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities.

### *NIUSI Goals*

One of the main goals of The National Institute for Urban School Improvement is to work collaboratively with educators in its partner districts in the area of professional development. This work is grounded in the beliefs that professional development must:

- Address specific needs of states, districts, schools and communities with a focus on helping students achieve learning and performance goals.
- Be a collaborative endeavor with teachers, administrators, families and students involved in the design, planning and or implementations.
- Rely upon content and processes that are research-based and proven in practice.
- Be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

## *Leadership Academy Model*

A strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with schools and local universities, NIUSI creates these Leadership Academies for preservice and in-service activities. The approach includes careful consideration of the content for professional development, adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose and extend the creativity and skill of practitioners. Specifically, NIUSI works with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

All academies are based on the National Institute's assumptions that great schools:

- Use the valuable knowledge and experience that children and their families bring to school learning.
- Expand students' life opportunities, available choices and community contributions.
- Construct education for social justice, access and equity.
- Build on the extraordinary resources that urban communities provide for life-long learning.
- Need individuals, family organizations and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect and responsibility.
- Produce high achieving students.
- Understand that people learn in different ways throughout their lives; great schools respond with learning opportunities that work.

## *Professional Development Modules*

Systemic school change is a complex and difficult task. The challenge is great, but educators throughout our nation and other nations are actively engaging the opportunity to transform education and how we go about the work of teaching and learning in our schools. This module is

one of ten developed by NIUSI to assess networks of schools engaging their faculty, staff, families, students, and community members in ongoing renewal and systemic change.

Every module is designed with three academies that build knowledge, skills, and practices clustered around particular aspects of school wide improvement. The intent is simple: Build a common vision, vocabulary, and skill set around essential elements of school improvement. 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 from academies 1 – 3. Space the academies about four weeks apart, so that some application can occur between sessions. Make sure that there is a plan for coaching on site between modules.

## *Leadership Academies*

The goal of all Leadership Academies is to create a network of skilled and knowledgeable teacher leaders, administrators and family members who will serve as effective agents of change. The participants are predominantly teams of educational professionals from schools and/or districts who are organized to advance the knowledge and practice related to systems change and school improvement. The Leadership Academy creates a forum for open discussion and learning to help school and community members think more broadly and systemically about school improvement.

The following are the Leadership Academies in this module.

### *Academy 1: Understanding Inclusive Schooling*

This Academy defines inclusive schooling practices for all students, including those with the most intensive special education needs.

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

- Define inclusive schooling.
- Distinguish between exemplars of inclusive and non-inclusive practices.
- Place their own schools on a continuum of growth from “on the radar screen” to “distinguished practice.”
- Use appreciative inquiry to explore the capacities of schools to do such work.

### *Academy 2: Exploring Inclusive Practices in Schools*

This Academy defines inclusive schooling practices in classrooms and buildings K-12. It offers examples of schools where successful outcomes are achieved for students with disabilities at all levels of intensity of services.

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

- Articulate features of school climates and structures that facilitate inclusive education.
- Discover how to work with teams (vertical, grade level, content area) to identify staffing and curriculum approaches for inclusive schooling.

### *Academy 3: Exploring Inclusive Practices in Classrooms*

This Academy defines inclusive schooling practices in classrooms K-12. It offers examples of schools where successful outcomes are achieved for students with disabilities at all levels of intensity of services.

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

- Identify features of inclusive curriculum design.
- Identify features of inclusive pedagogy.
- Identify features of inclusive classroom climates.



# Inclusive Schooling

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## *Academy 1: Understanding Inclusive Schooling*



## *Academy 1: Understanding Inclusive Schooling*

This Academy defines inclusive schooling practices for all students, including those with the most intensive special education needs.

### *Module Outcomes*

As a result of the activities and information shared in this Leadership Academy, module participants will

- Define inclusive schooling.
- Distinguish between exemplars of inclusive and non-inclusive practices.
- Place their own schools on a continuum of growth from “on the radar screen” to “distinguished practice.”
- Use appreciative inquiry to explore the capacities of schools to do such work.

### *Activities and Lecturettes*

These activities and lecturettes support the Leadership Academy’s purpose and outcomes:

#### **Activity #1: What is inclusive education and why do we do it?**

This activity is designed to open up the discourse about what we mean by inclusive education and the fundamental beliefs that undergird the continued press for a unified system of education that brings together the work of general and special education. Participants will be expected to assess where their schools currently are in terms of inclusive education and interact with a series of vignettes designed to engage their value system and beliefs about students.

#### **Lecturette #1: Defining Inclusion**

This lecturette covers the historical attitudes toward teaching, the new trend toward including all students in the regular classroom, and personalizing instruction for each student.

#### **Activity #2: Pathways to Inclusive Education**

Participants interact with a series of rubrics that are organized around the systemic change framework introduced in Module 1: Building Leadership Teams. Participants

identify anecdotal evidence that will help them place their own school's progress towards inclusive practices.

### **Lecturette #2: Appreciative Inquiry: Moving forward without losing the past**

This lecturette describes appreciative inquiry and the 4 steps it includes: discover, dream, design and deliver.

### **Activity #3: Designing an Inclusive School**

This activity provides an opportunity for participants to practice leading the process of appreciative inquiry around an arena that they are familiar with. Encourage teams to work together on this process and both engage the act and consider how they might improve their leadership so that their whole faculty could participate.

## *Agenda*

We constructed this Leadership Academy to occur within a 3-hour timeframe with 15 minutes or so for breaks and other time adjustments. The times listed below are approximate but reflect the time these activities and lecturettes have previously taken. Facilitators should be flexible, read their audience, and work to achieve the overall purpose and outcomes.

TIME	EVENT
15 min	Introductions and Greetings
35 min	Activity 1: What is Inclusive Education and Why Do We Do It?
20 min	Lecturette 1: Defining Inclusion
25 min	Activity 2: Pathways to Inclusive Education
10 min	Break
20 min	Lecturette 2: Appreciative Inquiry: Moving Forward Without Losing the Past
25 min	Activity 3: Designing an Inclusive School
30 min	Leave-taking and Feedback

## *Introductions and Greetings*

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants.

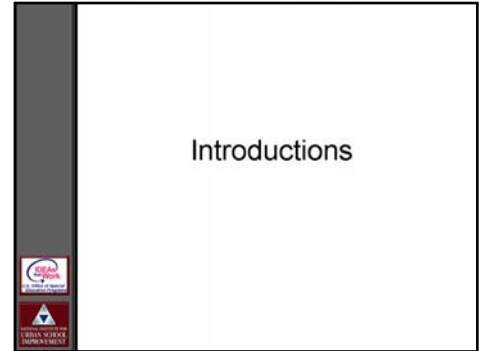
To facilitate this introduction, use the Academy Overview PowerPoint; it provides the background, Academy purpose and objectives, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.

### **Facilitator Materials**

Academy Overview

### **Time Limit**

15 minutes



## *Activity 1: What is Inclusive Education and Why Do We Do It? - Background*

This activity is designed to open up the discourse about what we mean by inclusive education and the fundamental beliefs that undergird the continued press for a unified system of education that brings together the work of general and special education. Participants will be expected to assess where their schools currently are in terms of inclusive education and interact with a series of vignettes designed to engage their value system and beliefs about students.

### **Outcomes Met In Activity**

- Define inclusive schooling.
- Distinguish between exemplars of inclusive and non-inclusive practices.

### **Activity Sections**

- Part 1: What is inclusive?
- Part 2: Examples of inclusion
- Part 3: Inclusion beliefs

### **Complete Activity Takes 35 Minutes**



Module 3: Inclusive Schooling - Academy 1: Understanding Inclusive Schooling

## *Activity 1: What is Inclusive Education and Why Do We Do It?*

### *Activity 1, Part 1: What is inclusive?*

#### **Facilitator Materials**

None

#### **Participant Materials**

None

#### **Activity Purpose**

This activity warms up the group to learn about inclusion. It gives the participants an opportunity to share their background knowledge on inclusion.

#### **Activity**

Begin with a brief whole group discussion. Ask participants if they consider their schools to be using inclusive practices. Invite them to say why they think they are being inclusive. Ask them whom they are inclusive about and if there are any students who would usually go to their school that are either not there or not “included”. Ask them how they know someone is “included”.

#### **Facilitator Note**

None

#### **Activity Time Limit**

10 minutes

## *Activity 1, Part 2: Examples of inclusion*

### **Facilitator Materials**

None

### **Participant Materials**

*Making Inclusion Work* vignettes

### **Activity Purpose**

This activity provides participants with examples of inclusion.

### **Activity**

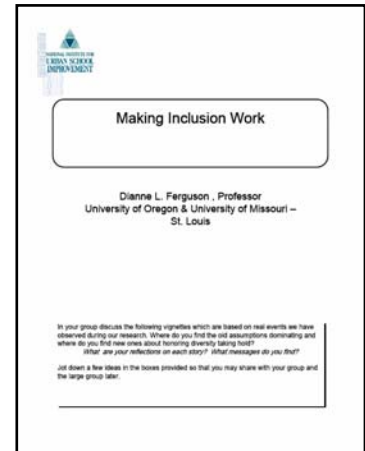
Ask individuals to read through the vignettes and reflect on each story. Then, in small groups, discuss the vignettes around the topic of inclusion.

### **Facilitator Note**

Decide ahead of time how much time you will allow for individuals to read independently. Be conscious of the fact that people read at different rates and need various levels of noise control. If possible, you may allow participants to leave the area for a short period until they have finished reading.

### **Activity Time Limit**

20 minutes



## *Activity 1, Part 3: Inclusion beliefs*

### **Facilitator Materials**

None

### **Participant Materials**

None

### **Activity Purpose**

Participants identify their own beliefs about inclusion.

### **Activity**

Ask the participants to identify their own beliefs about inclusion. Give them the following questions as prompts for this activity:

- o Do students and teachers benefit from inclusion?
- o What students should be included in the general classroom?
- o What about teachers?

Are general education teachers prepared for inclusion? Must there be a special education teacher available in the classroom?

### **Facilitator Note**

None

### **Activity Time Limit**

5 minutes



# Lecturette 1: Defining Inclusion

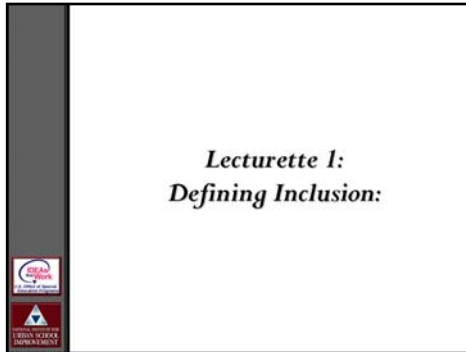
Use this presentation to explain two important ideas. First, the movement toward inclusion and inclusive practices has occurred over time and changed its focus and mission in that time. Second, some of the very deep-rooted assumptions that have long guided schooling in the U.S. explain much about why we needed to advocate for inclusion and also why it's been so complicated to understand and difficult to achieve. The lecturette should end with the point that there is much new hope since we've been through this murky period of development, growing understanding, and change.

## Facilitator Materials

*Lecturette 1 PowerPoint*

### Complete Lecturette Takes 20 Minutes

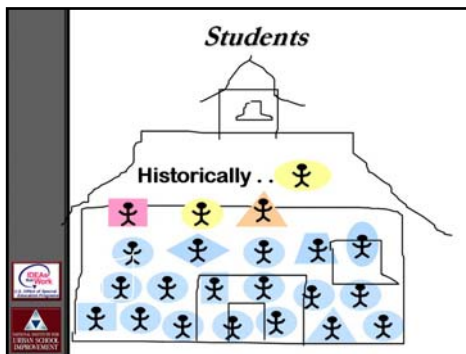
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### Lecturette 1: Defining Inclusion:

This lecturette covers the historical attitudes toward teaching, the new trend toward including all students in the regular classroom, and personalizing instruction for each student.

Slide  
2



### Historically:

This slide illustrates our educational history of differentiation.

We sort children and youth by their presumed differences into diagnostic categories: Round, square, triangle, oval students.

The labels have only increased over time.

### Facilitator Instructions:


Ask participants to provide examples of current student labeling. Some examples may be: students with special needs, students with disabilities, etc. Do not get into a debate over which labels are politically correct at this time.

Slide  
3

**Teachers**

“School personnel are graduates of our colleges and universities. It is there that they learn that there are at least two types of human beings, and if you choose to work with one of them you render yourself legally and conceptually incompetent to work with others.” (p. 258)

Sarason, S. (1990). *The predictable failure of educational reform*. San Francisco: Jossey-Bass



**Teachers:**

We also label teachers.

We need round teachers for the round students, square for the square and so on.

Even more important, if a “round” teacher finds she has a student who is square or squareish, it is her professional responsibility to refer the child to the square teacher, and all too often, another setting.


*Facilitator Instructions:*

Have participants name some of these teachers: Title 1, etc.

Slide  
4

**Assumptions About Learning**

- Students are responsible for their own learning
- When students do not learn, there is something wrong with them.
- Schools must direct students to the learning situation that match their learning ability profile. Otherwise, no learning will occur.



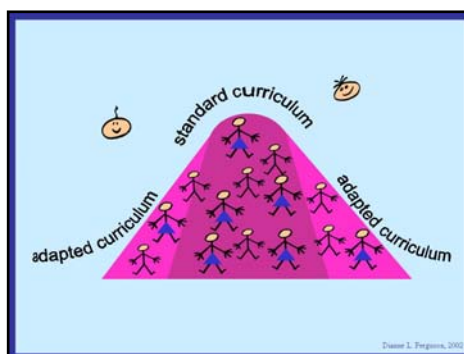
**Historical Assumptions about Students:**

The process of differentiation of students, teachers, curricula, and educational settings is grounded in a very deep rooted set of assumptions.

Students are responsible for their own learning. When students do not learn, there is something wrong with them.

Schools must figure out what’s wrong with as much precision as possible so that students can be directed to the track, curriculum, teachers and classrooms that match their learning ability profile. Otherwise, no learning will occur.

Slide  
5



**Curriculum:**

The point is easily seen when you think about curriculum.

We have a selected curriculum/set of standards that is supposed to “work” for most kids.

Others need adaptations and modifications.


It’s not been a mystery to anyone that the modifications on the left side of the picture are less desirable than those on the right.

Modifications on the right have the image of “more and better” while those on the left are “lesser, simpler, slower, and incomplete.”

Slide  
6

*New Assumptions About Inclusive Environment & Students with Disabilities*

- Inclusion changed schooling experiences
- Inclusion redressed discrimination
- Schools developed new attitudes toward discrimination
- Teachers needed to work together collaboratively




**New Assumptions:**

When advocates for students with disabilities first sought inclusion, they operated on a series of assumptions that emphasized social justice. Early inclusion advocates did not emphasize the kinds of teaching practices that would redress discrimination and exclusion AND help students with disabilities achieve similar educational outcomes.

- Inclusion was about changing schooling experiences for students with disabilities.
- Inclusion was a *good* that redressed the discriminatory and disenfranchising educational practices of the past.
- Schools needed to develop a consensus about educating students with disabilities and adopt a shared mission that included them.
- Teachers needed to work together collaboratively to create successful learning experiences and outcomes for students with disabilities.

Slide  
7

*The National Picture on Inclusive Practices*



**Some summary data about the national picture on inclusive practices:**

Inclusion is “happening” in schools across the country.

Roughly half of the students in a typical school receiving special education services spend at least 80% of their time in general education classrooms.

Students with all types and degree of disability (except for deaf-blindness) increasingly received schooling in general education classrooms.

At the same time, students with more severe disabilities (e.g. deaf-blindness, serious emotional disturbance & multiple disabilities) continue to be disproportionately represented in separate schools.

Where a student with disabilities lives is the most significant determinant of placement. In Socorro, TX the proportion of enrolled in special education dropped from 12% to 10% from 1998 – 2001 while the school population grew by more than 7000. The percentage of special education students more than 80% of the time in general education classrooms jumped from 27% to 82%.

Of the hundred largest urban schools, more than 80% place the largest percentage of

their students with IEPs in resource rooms, separate classes or schools for more severely disabled students.

Minority students and students living in poverty are overrepresented in high incidence categories.

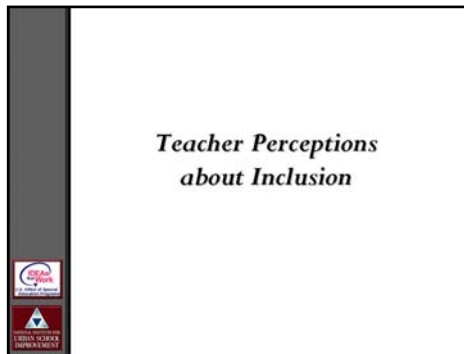
Students in special education are more likely to be African American and Latino than European-American or Asian-American.

Among the most frequent reasons for referral to special education are reading difficulties and behaviour problems.

Interventions to improve reading and classroom management have been demonstrated to reduce the number of children who fail or are referred to special education.

There are no mechanisms in place to guarantee that students will be exposed to state of the art reading instruction or classroom management before they are identified as having a “within child” problem.

Slide  
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**Teacher Perceptions about Inclusion:**

- Many general educators feel unsuited and even unprofessional about working with “square” or “triangle” children when they are licensed only to work with “round” ones.
- Two-thirds support the idea of inclusion.
- A smaller majority are willing to include students with disabilities in their own

class.

- Teachers willingness varies somewhat depending on the type and degree of disability.
- More than half feel inclusion provides benefits to students
- Only one-third of teachers believe they have sufficient time, skills, training, or resources for inclusion.
- Although many educators and policy analysts consider educational technology a vehicle for transforming education, relatively few teachers reported feeling very well prepared to integrate educational technology into classroom instruction (20%).
- While 54% of the teachers taught limited English proficient or culturally diverse students, and 71% taught students with disabilities, only 20% felt very well prepared to meet the needs of these students.
- Only 28% of teachers felt very well prepared to use student performance assessment techniques; 41% reported feeling very well prepared to implement

new teaching methods, and 36% reported feeling very well prepared to implement state or district curriculum and performance.

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### Special Education Inclusion:

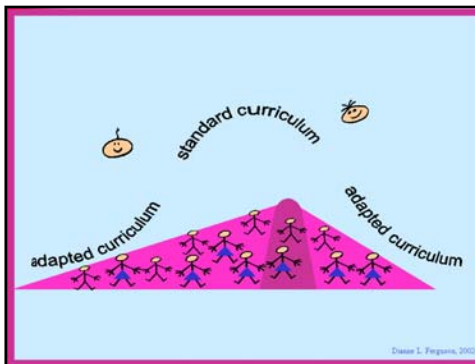
Too many early attempts to move students with disabilities into general education classrooms simply moved their specialized staff, materials, and curricula with them in ways that made them stand out and not really be full members of the class.

This occurred most in those classroom setting that were most “traditional” in teaching to the

majority with a single “standard” curriculum.

Students with disabilities often “stood out” as if they were in a bubble, experiencing the same kind of segregated education, just in a new location.

Slide  
10



### The Curriculum Curve:

Throughout education student diversity is expanding. There are fewer and fewer “standard issue” students to populate the middle and more and more who require learning supports whether they qualify formally for special education services or not.

Some of the general education conversation about diversity is really about shifting the

misshapen curve to the right, but doesn't really challenge the logic of the curve itself.

Slide  
11



### The new and current agenda is different:

The *inclusion* agenda that sought to move special education students into general education classrooms has shifted to an agenda that seeks to redesign those classrooms into ones that employ *inclusive schooling practices*.

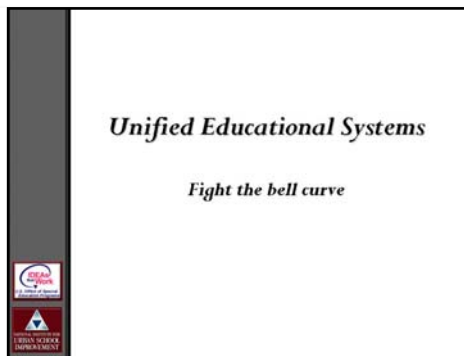
PREMISE of inclusive school communities are that all children, with or without disabilities

belong in school and should have access to similar broad educational outcomes.

Dianne L. Ferguson, 2002



Slide  
12



**Unified Educational Systems:**

This is how schools can challenge the bell curve logic and embrace a genuine diversity and multicultural logic.

- Each student represents a unique combination of abilities and educational needs and deserves individual assistance at various times throughout schooling in order to achieve important outcomes.
- Schools are organized around learning supports.
- Human and other resources are deployed to provide a range of learning supports in a range of settings to students with unequal educational needs.
- Schools and teachers are accountable for all students -- poor children, children with disabilities, children with limited English proficiency, and children from different racial and cultural backgrounds -- and must provide assurance that all students are appropriately and effectively educated.

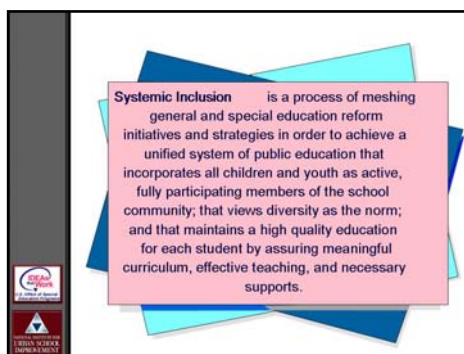
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**Personalized Curriculum and Teaching:**

All students pursue the same curriculum/standards, but in different ways, and sometimes to different degrees.

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14



**Systemic Inclusion:**

A process of meshing general and special education reform initiatives and strategies in order to achieve a unified system of public education that incorporates all children and youth as active, fully participating members of the school community; that views diversity as the norm; and that maintains a high quality education for each student by assuring

meaningful curriculum, effective teaching, and necessary supports.



Module 3: Inclusive Schooling - Academy 1: Understanding Inclusive Schooling

## *Activity 2: Pathways to Inclusive Education - Background*

Participants interact with a series of rubrics that are organized around the systemic change framework introduced in Module 1: Building Leadership Teams. Participants identify anecdotal evidence that will help them place their own school's progress towards inclusive practices.

### **Outcomes Met In Activity**

- Place their own schools on a continuum of growth from on the radar screen to distinguished practice.

### **Activity Sections**

- Part 1: Progressive pathways
- Part 2: Pathways within your school

### **Complete Activity Takes 25 Minutes**



# Activity 2: Pathways to Inclusive Education

## Activity 2, Part 1: Progressive pathways

### Facilitator Materials

None

### Participant Materials

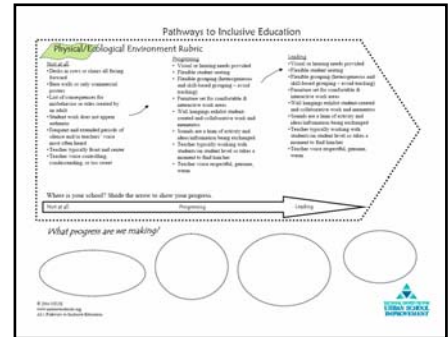
*Pathways to Inclusive Education*

### Activity Purpose

This activity gives participants an idea of what ideal inclusion looks like and gauge where their schools currently stand on specific inclusion topics.

### Activity

Break participants into school groups. Ask them to fill in the “progressing” section of the Pathways handout and then rate their school based on each handout’s traits by shading in the arrow from “not at all” to “leading”. The first Pathway is completed for the participants.



### Facilitator Note

Keep the activity flowing by making sure the groups don’t get stuck on any one pathway. Remind them of the time remaining for the activity and monitor the groups to make sure they are progressing through the pathway topics.

It will be impossible for the groups to complete all the handouts, but they should complete three or four in the amount of time given for the activity.

### Activity Time Limit

15 minutes



## Activity 2, Part 2: Pathways within your school

### Facilitator Materials

None

### Participant Materials

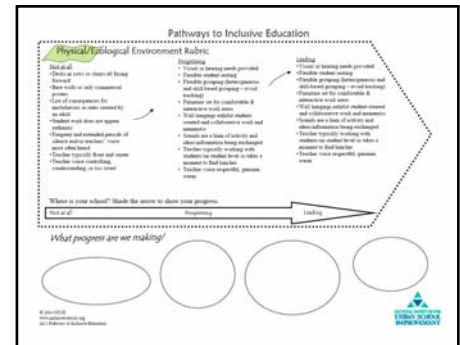
*Pathways to Inclusive Education*

### Activity Purpose

This activity provides an opportunity for participants to identify positive inclusion practices at their own schools.

### Activity

Have groups consider what their schools are currently doing for each pathway topic. Urge them to draw their thoughts from the “leading” side of the page. Ask them to fill in the four circles on the *Pathways to Inclusive Education* handout to indicate this movement toward inclusion. Some examples may include: departments developing accommodations and adaptations to standards tests, coaching used to follow-up differentiated instruction inservice, and the language teacher handing out the rubric for performance standards so that students could pre-assess their competencies before direct teaching began.



### Facilitator Note

None

### Activity Time Limit

10 minutes

## *Lecturette 2: Appreciative Inquiry: Moving Forward Without Losing the Past*

This lecturette outlines issues that influence data collection and use. The lecturette builds on Activity 2. It provides the basis for Activity 3.

### Facilitator Materials

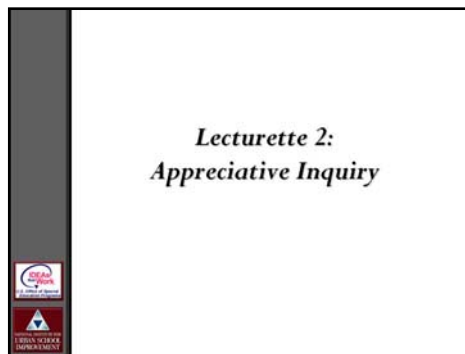
*Lecturette 2 PowerPoint*

### Outcomes Met In Lecturette

- Understand the impact of progress in the building from a complex framework of change mechanisms.

### Complete Lecturette Takes 20 Minutes

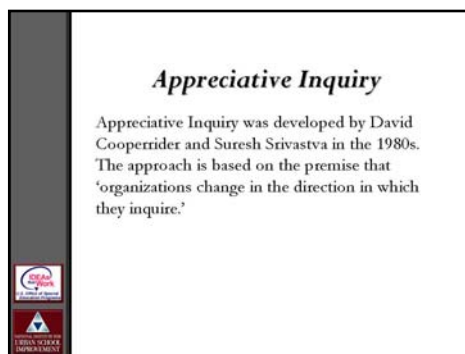
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### **Lecturette 2: Appreciative Inquiry:**

This lecturette describes appreciative inquiry and the 4 steps it includes: discover, dream, design and deliver.

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2



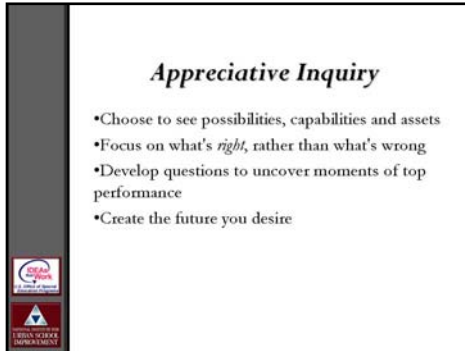
### **Appreciative Inquiry:**

An organization that inquires into problems will keep finding problems but an organization which attempts to appreciate what is best in itself will discover more and more that is good. It can then to use these discoveries to build a new future where the best becomes more common.

Appreciative Inquiry asks us to pay special attention to "the best of the past and present" -- in order to "ignite the collective imagination of what might be." - Dr. David L. Cooperrider, Case Western Reserve

## University

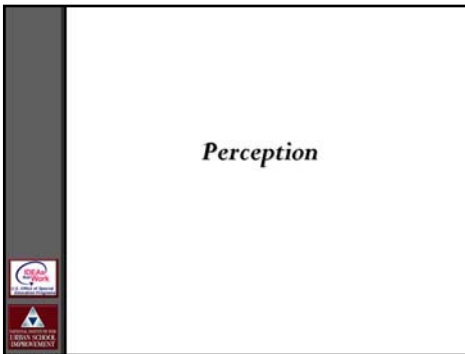
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3



**Appreciative Inquiry**

- Choose to see possibilities, capabilities and assets
- Focus on what's *right*, rather than what's wrong
- Develop questions to uncover moments of top performance
- Create the future you desire

Slide  
4

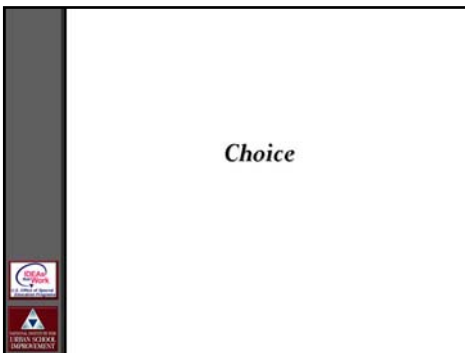


**Perception**

**Perception:**

In everyday life, most people and organizations are constrained by the *perception* that their resources, and hence their horizons, are limited. This perception -- that we must "face realities" -- is without a doubt the greatest single constraint on human imagination, vision and enterprise.

Slide  
5



**Choice**

**Choice:**

Appreciative inquiry begins with a different set of assumptions. We begin with the belief that we have a *choice* -- which we can consciously choose (in the Gestalt sense) what we "see" and act upon. In both the personal and social realms, we can choose to focus on problems, needs and deficits -- the traditional problem-solving approach. Or we can choose to see possibilities, capabilities and assets -- the basis of appreciative inquiry.

Slide  
6



**What's right:**

By focusing on what's *right*, rather than what's wrong with an organization, an individual or even a society, AI gives us access to the kind of energy that can be transformative. Having that kind of energy to work with gives us the confidence to develop and pursue a new image of the future.

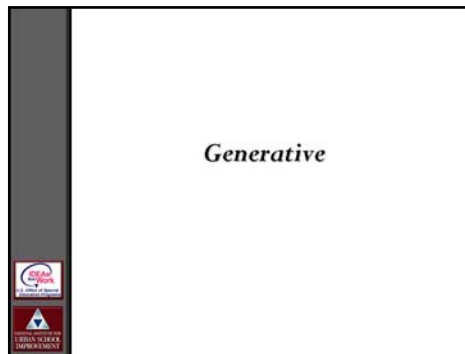
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**Generative:**

AI is a *generative* process that gives us a way to bring possibilities to life and develop our capacities. Through a carefully developed set of questions and a process of dialogue, we uncover stories of our "peak experiences" – those moments in our lives when we felt most effective, most connected, most alive.

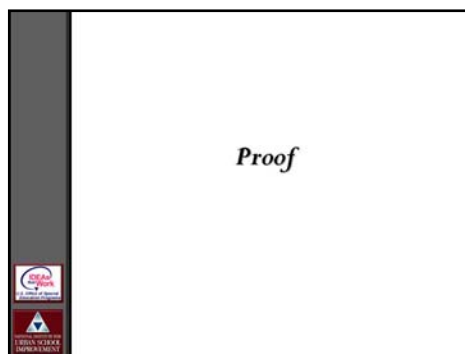
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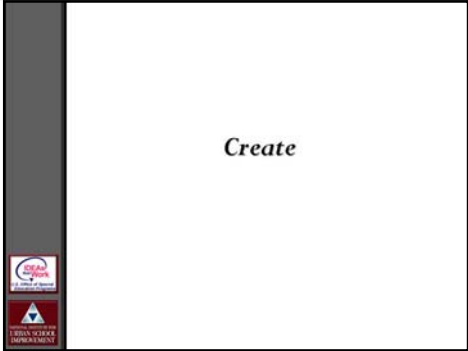
**Proof:**

These stories provide irrefutable *proof* of our actual capabilities. They give rise to new *images* of what the future could be. They raise our sights, energize us and give us the courage to dream and act boldly.

Slide  
9



Slide  
10

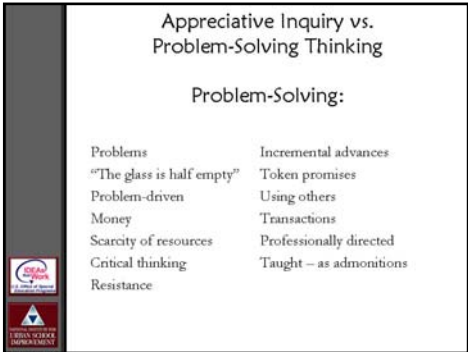


*Create*

**Create:**

Rather than "accepting reality," we see that what we call "reality" is defined by what we choose to see, what we choose to think and talk about, what we choose to act upon. It follows that we have the capacity to *create* the kind of future we desire.

Slide  
11



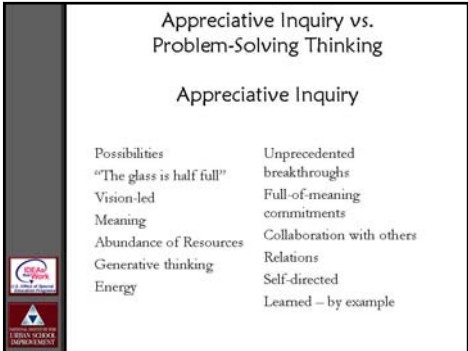
Appreciative Inquiry vs.  
Problem-Solving Thinking

Problem-Solving:

Problems	Incremental advances
"The glass is half empty"	Token promises
Problem-driven	Using others
Money	Transactions
Scarcity of resources	Professionally directed
Critical thinking	Taught – as admonitions
Resistance	

List of comparison words for the opposed thinking views.

Slide  
12



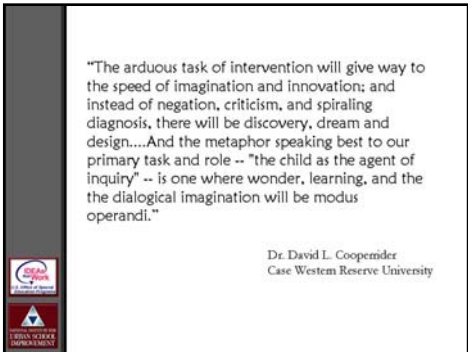
Appreciative Inquiry vs.  
Problem-Solving Thinking

Appreciative Inquiry

Possibilities	Unprecedented breakthroughs
"The glass is half full"	Full-of-meaning commitments
Vision-led	Collaboration with others
Meaning	Relations
Abundance of Resources	Self-directed
Generative thinking	Learned – by example
Energy	

List of comparison words for the opposed thinking views.

Slide  
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"The arduous task of intervention will give way to the speed of imagination and innovation; and instead of negation, criticism, and spiraling diagnosis, there will be discovery, dream and design....And the metaphor speaking best to our primary task and role -- "the child as the agent of inquiry" -- is one where wonder, learning, and the dialogical imagination will be modus operandi."


Dr. David L. Coopender  
Case Western Reserve University

Appreciative Inquiry pervades all levels of education – from administration and the act of inclusion, to students and the act of learning.

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The Appreciative Inquiry approach is often worked out in practice by using the '4-D' model:

- Discover
- Dream
- Design
- Deliver



The 4-D model

Slide  
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*Discover*



Discover—people talk to one another, often via structured interviews, to discover the times when the organization is at its best. These stories are told as richly as possible.

Slide  
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*Dream*



Dream—the dream phase is often run as a large group conference where people are encouraged to envision the organization as if the peak moments discovered in the 'discover' phase were the norm rather than exceptional.

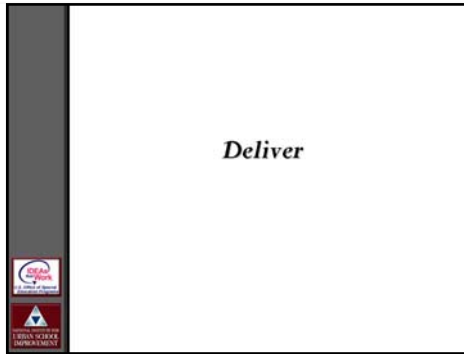
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*Design*



Design—a small team is empowered to go away and design ways of creating the organization dreamed in the conference(s).

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Deliver—the final phase is to implement the changes.

## *Activity 3: Designing an Inclusive School - Background*

This activity provides an opportunity for participants to practice leading the process of appreciative inquiry around an arena that they are familiar with. Encourage teams to work together on this process and both engage the act and consider how they might improve their leadership so that their whole faculty could participate.

### **Outcomes Met In Activity**

- Use appreciative inquiry to explore the capacities of schools to do such work.

### **Activity Sections**

- Part 1: Strength to dreams
- Part 2: Sharing Stairways

### **Complete Activity Takes 20 Minutes**



## Activity 3: Designing an Inclusive School

### Activity 3, Part 1: Strength to dreams

#### Facilitator Materials

None

#### Participant Materials

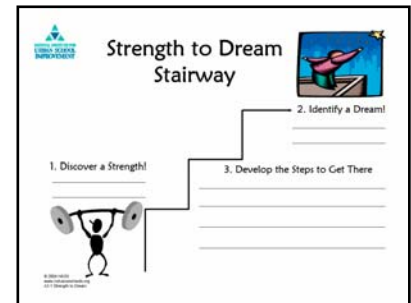
*Strength to Dream Stairway*

#### Activity Purpose

Participants go through a strength-based process for improving inclusion at their school.

#### Activity

In pairs, have participants use their Inclusion Continuums to identify an area they would like to explore further. With this topic in hand and using the *Strength to Dream Stairway*, ask pairs to identify what their school is doing particularly well in the topic (this is the discover phase of appreciative inquiry and the “strength” phase of the activity). Next, have pairs “dream” of what the school will optimally look like if fully inclusive in the topic chosen. Finally, pairs must “develop” a way to get from the present to the dream.



#### Facilitator Note

None

#### Activity Time Limit

10 minutes

### *Activity 3, Part 2: Sharing stairways*

**Facilitator Materials**

None

**Participant Materials**

*Strength to Dream Stairway*

**Activity Purpose**

This activity allows participants to gain ideas from others in the group.

**Activity**

Have pairs in groups of 4 or 6. Have participants share their designs with each other.

**Facilitator Note**

None

**Activity Time Limit**

10 minutes

# Leave Taking

## Leave Taking, Part 1: Self Assessment

### Participant Materials

*Self Assessment*

### Activity Purpose

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

### Activity

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

### Activity Time Limit

10 minutes



The screenshot shows a document titled "Self Assessment" from the National Institute for Urban School Improvement. It includes an introductory paragraph stating that it is a 10-minute anonymous self-assessment. Below the text are two numbered questions:

1. Define Inclusive Schooling.
2. What is an inclusive practice that your school is particularly good at, and how can that practice be built upon so your school can become better at being inclusive?

## Leave Taking, Part 2: Debrief

### Participant Materials

Chart paper, overhead, or presentation slide

### Participant Materials

*Self Assessment*

### Activity Purpose

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

## Activity

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.

## Activity Time Limit

10 minutes

## Leave Taking, Part 3: Academy Evaluation

## Participant Materials

*Academy Evaluation*

## Activity Purpose

This activity provides feedback for module developers from module participants.

## Activity

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

## Facilitator Note

Collect the *Academy Evaluations* and return them to the National Institute for Urban School Improvement along with the *Self Assessments*.

## Activity Time Limit

10 minutes



**Academy Evaluation**  
Academy 3.1 Understanding Inclusion

**I am a**

- General Ed Teacher
- Administrator
- Special Ed Teacher
- Parent
- Paraprofessional
- Other \_\_\_\_\_

**I am affiliated with any:**

- Elementary School
- Middle School
- Secondary School

**These are your best five useful activities from the Academy and why do you like them?**

Activity	1	2	3	4	5
Activity 1: What is Inclusion and why do we do it?					
Activity 2: Pathways to Inclusive Education					
Activity 3: Designing an Inclusive School					
Self Evaluation					

**Three things I learned that most impressed me are:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**If I were on the next academy planning team, I would ...**

**As a result of my participation in this academy, I am going to ...**

NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT



## *Resources*

Culturally responsive teaching: Theory, research and practice (2000). Gay, G. Contact: Teachers College Press, P.O. Box 20, Williston, VT 05495-002; phone: (800) 575-6566 fax: (802) 864-7626

Designing personalized learning for every student (2001). Ferguson, D. L., Ralph, G., Lester, J., Droege, C., Gudjonsdottir, H., Meyer, G., Williams, J., & Sampson, N. K. Association for Supervision and Curriculum Development. Visit ASCD website: <http://www.ascd.org>

Taking a good look at schools: A visit guide (1995). Moore, C.J. Eugene, OR: University of Oregon.

Transformed inclusive schools: A framework to guide fundamental change in urban schools (2001). Ferguson, D.L., Kozleski, E.B., and Smith, A. Available online at: <http://www.edc.org/urban/publicat.htm#transformed>

Improving education: The promise of inclusive schooling (2001). The National Institute for Urban School Improvement. Available online at: <http://www.edc.org/urban/publicat.htm#improvinged>



## *Glossary*

### **Building Leadership Team**

A Building Leadership Team is a school-based group of individuals who work to provide a strong organizational process for school renewal and improvement.

### **National Institute for Urban School Improvement**

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities.

### **Systemic Change Framework**

The *Systemic Change Framework* visually represents the varying levels of effort that combine to affect student achievement and learning. The four levels of the framework are interconnected, as represented by the permeable lines that delineate levels and efforts. What occurs at the district level affects the school level, which in turn affects student learning. Of course all these local levels are constantly affected by the agendas, policies, and practices that emerge from state educational organizations and national governmental activities.

# Inclusive Schooling

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## *Appendix A: Activity Handouts*