



MODULE

3

Inclusive Schools

Academy 1: Understanding Inclusive Schooling

Participant Handouts

A collage of three photographs showing diverse groups of students smiling. The first photo shows two young boys, one of Asian descent and one of African descent. The second photo shows two young girls, one with curly hair and one with straight hair. The third photo shows a young woman of Asian descent and a young man of European descent.

Great Urban Schools: Learning Together Builds Strong Communities

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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 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.

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 |



Making Inclusion Work

Dianne L. Ferguson , Professor
University of Oregon & University of Missouri –
St. Louis

In your group discuss the following vignettes which are based on real events we have observed during our research. Where do you find the old assumptions dominating and where do you find new ones about honoring diversity taking hold?

What are your reflections on each story? What messages do you find?

Jot down a few ideas in the boxes provided so that you may share with your group and the large group later.

Vignette 1

The bell rang for sixth period to begin. The sixth grade students were moving toward their assigned seats, but no one was yet sitting down, in spite of the teacher's reminder that they were supposed to be seated and quiet when the bell rang. They were now going to owe her time during the next passing period. The teacher was trying to talk to a student at the back of the room, and the rest of the students, noticing her distraction, continued to horse around and call to each other noisily. One group of boys was involved in a "game" of flipping pencils at each other across their table. One of the pencils, missing its intended target (the chest of one of the boys), flew to the next group of tables and hit a girl on the side of her head. She turned around, surprised, and seeing the boy whose pencil had found her as a target, yelled at him loudly to "cut it out!" The din grew until the teacher finally walked to the front of the room and reminded the students again that they were supposed to be sitting quietly in their seats, at which point they noisily complied. She began a discussion of the chapter they had read yesterday, during which there was a continual undercurrent of chattering from around the room. The "pencil boys" were still at their game, and the students at the table next to them were looking at pictures in a magazine. Marcus (the "included" student) sat at a table with three other students who were involved in the reading discussion, and trying to pay attention to the teacher, but he and they were periodically distracted by the other activity in the room. As yet another pencil went flying, the four of them began to laugh.

Reflections Messages

Vignette 2

The bell rings and all the kids start to swarm back to the school. The girl and redheaded boy who has been swinging with Halley yell at her to come with them as they run off to the third grade room. She starts to follow them, but slows as she sees her special education teacher standing at the door of the special room, and heads back toward the swings. The two third graders run back and try get her to come with them. She keeps playing.

They see the special education teacher and yell to her, "She won't come!" The teacher tells them it's okay and to go on to class. They run off. Halley gets off the wooden structure and comes into the special room — the last kid off the playground. The teacher tells her to pull out her token card. Halley takes it out of her pocket and hands it to the teacher. The teacher tells her that she doesn't earn a penny because she has come into the room too slowly, but that if she hurries she can earn a penny by getting to the third grade room on time.

Reflections Messages

Vignette 3

Puzzle Play

Irene Miller sat Zack in his chair and a little boy came over and set a puzzle on Zack's tray. He stood next to Zack at a table with a puzzle of his own. First he dumped out his puzzle on the desk. He didn't acknowledge Zack in any way, but was just very matter of fact about what he was doing. Zack grinned at the sound of the puzzle pieces hitting the surface of his tray and picked one up and looked at it. He wiggled it back and forth and tapped it on his tray. The little boy began putting his own puzzle together. Two other boys were playing with large blocks on the floor next to Zack's chair. I couldn't resist going over to Zack's puzzle buddy and asking him if he had noticed how Zack had smiled when he dumped out the puzzle on the tray. He looked at me seriously, picked up another puzzle and dumped it out on Zack's tray and bent over to watch for Zack's reaction. Zack smiled again. A glimmer of a smile crossed the boy's face and he dumped out a third puzzle on Zack's tray. He then went back to working on his own puzzle. He hadn't said a word.

The little boy with Zack was now putting together his puzzle on Zack's tray table. Zack watched and grinned. The two boys building blocks on the floor next to Zack's chair had started to weave the blocks around his chair. I walked over to ask them what they were building and they said it was a train track. Another boy came over and started to do puzzles on Zack's tray too. A third boy walked up to Zack, leaned over to look into his face and said, "Hi, Zack!" Zack smiled at him and the boy rubbed Zack's head. This was the same boy I had seen sitting with another student from Zack's special class in the lunchroom.

The two boys building the railroad track have wrapped it all around Zack's chair. I don't know if it was intentional, or if it just happened because they are working in a confined space, but it makes me smile. Zack doesn't even know that they are there. Or maybe he does. Maybe he grins so often because he is surrounded by activity and people. From time to time Zack drops a puzzle piece on the floor. His puzzle partner picks up the pieces and puts them back on the tray. Not saying anything, sometimes looking at Zack. The boys building the track are also getting bombed by puzzle pieces that fall on the track all around his chair. I go over to the boys and tell them that to me Zack and his chair look like a mountain and the puzzle pieces are like snow falling. They give me odd looks and go back to playing. I suspect the bombs metaphor would have met with more approval.

Reflections Messages

Vignette 4

It's time for "Special Boy of the Week." I had noticed a large poster on the wall that said, "Boy of the Week." It had pictures of one of the students at home, with his friends, with his family, and playing outside. It also mentioned his favorite foods, toys, etc. The boy's name is Eric and Grace Powell asks him to go sit in the special chair. He walks over to the book corner and sits in a large rocking chair. Ms. Powell tells him he can call the quiet tables to come sit down on the rug. Denise Wright is sitting next to him on the beanbag chair. Eric tells the tables, one by one, and Ms. Powell, who is sitting at Emilee's table, helps her walk over to the rug when it's her turn. Ms. Wright tells the kids to move over to make room for Emilee. Ms. Powell helps her sit down on the carpet and then she sits in a chair behind her.

Each of the students tells, in turn, why they like Eric. They start with "I like Eric because. . ." and Ms. Wright writes their sentiments so that Eric will have their words to take home. The answers include: "He's from a foreign country." (He's not.) "He's nice to everyone, his haircut is neat, he's good at foursquare." Eric calls on Emilee, who is crawling away from the group. Ms. Wright says, "We'll come back to Emilee when she's ready." Ms. Powell is right behind Emilee and brings her back to her spot on the carpet. She bends down, as if Emilee is whispering something to her, and says, "Emilee is ready. She told me she likes Eric because he really 'rips around' when he borrows her wheelchair." Ms. Wright writes this down. One student says, "I like Eric because he's the only black in the class." At this Lonnie, a little black girl, wrinkles her nose, smiles, and shakes her head. No one corrects the student.

Reflections Messages

Vignette 5

Next period starts. Kids come out of the locker rooms. The boys jump quickly into the pool and the girls use the stairs and tiptoe slowly into deeper water, arms raised above their heads. No one acknowledges Jacob still swimming slow laps. The kids gather at the end of the pool near the teacher and the assistant. When the kids start swimming Jacob does too in the lane on the farthest side of the pool. No one has acknowledged his presence yet. The teacher and Jacob's assistant stand at the end of the pool calling out the number of laps to kids as they complete each lap.. They don't tell Jacob his numbers, but each time he finishes a lap, the assistant waves to him to turn around and do another. When laps are done, the kids go to one end of the pool to practice treading water. The assistant signals to Jacob to get out of the pool. Jacob sits on the side of the pool and watches for about 10 minutes, then the assistant sends him to the locker room. The other kids have already gone. The assistant comes over to talk to me and explains that Jacob will be about 15 minutes late to his social studies class because of the time it takes him to change.

Reflections Messages

Vignette 6

Marti Richards announced to the class that it was time to read their journals aloud. They had each completed writing a page about something of interest to them, spelling the best they could, and illustrating their composition on the opposite page. As kids raised their hands, Ms. Richards called on them to come to the front of the room. Most of the writing today reflected the kids' excitement about Christmas, a week away. The readings were sometimes clear, sometimes halting as kids tried to figure out what they had written, to decipher their invented spelling. Ms. Richards commented on each reading.

Andy didn't raise his hand to read, but Ms. Richards asked him if he'd like to read his journal. He immediately stood up, walked to the spot near the blackboard where the other kids had stood, and began to read, holding his journal up in front of his face. There were no words on his page, only lines of little circles. His picture was of five members of his family. His words were unintelligible as he "read," and his voice was very quiet. He paused from time to time, imitating the reading patterns of the other kids as they had stopped to figure out the words they had written. The kids listened attentively to Andy. He "read" for a long time, and when he was done, he turned his journal around to show the class his picture. He grinned and Ms. Richards said with a laugh, "Wow! Andy had a lot to write today, didn't he?" A couple of the kids said "Yeah!" and "He really did." As Andy walked back to his desk, he went around one group of tables, showing his journal to the kids there, a big grin on his face. The kids craned their necks to see his pictures. He sat down at his desk as the next student began to read her journal.

Reflections Messages

Pathways to Inclusive Education

Physical/Ecological Environment Rubric

Not at all

- Desks in rows or chairs all facing forward
- Bare walls or only commercial posters
- List of consequences for misbehavior or rules created by an adult
- Student work does not appear authentic
- Frequent and extended periods of silence and/or teachers' voice most often heard
- Teacher typically front and center
- Teacher voice controlling, condescending, or too sweet

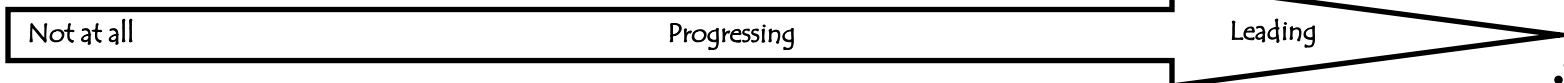
Progressing

- Visual or hearing needs provided
- Flexible student seating
- Flexible grouping (heterogeneous and skill-based grouping – avoid tracking)
- Furniture set for comfortable & interactive work areas
- Wall hangings exhibit student-created and collaborative work and mementos
- Sounds are a hum of activity and ideas/information being exchanged
- Teacher typically working with students/on student level so takes a moment to find him/her
- Teacher voice respectful, genuine, warm

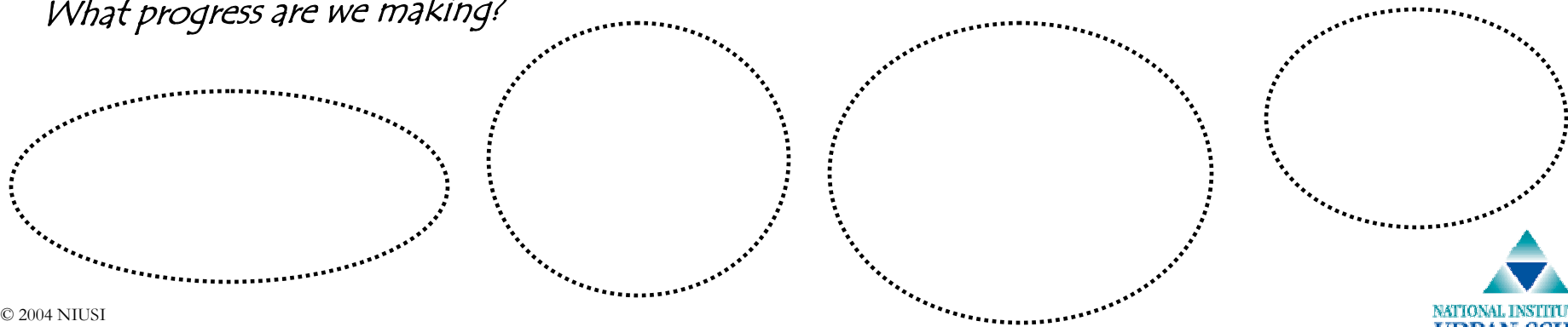
Leading

- Visual or hearing needs provided
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- Teacher voice respectful, genuine, warm

Where is your school? Shade the arrow to show your progress.



What progress are we making?



Pathways to Inclusive Education

Instruction Rubric

Not at all

- All students usually do the same thing

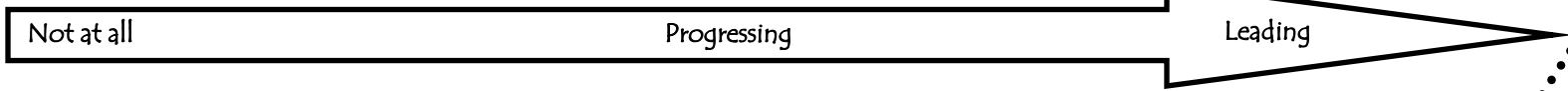


Progressing

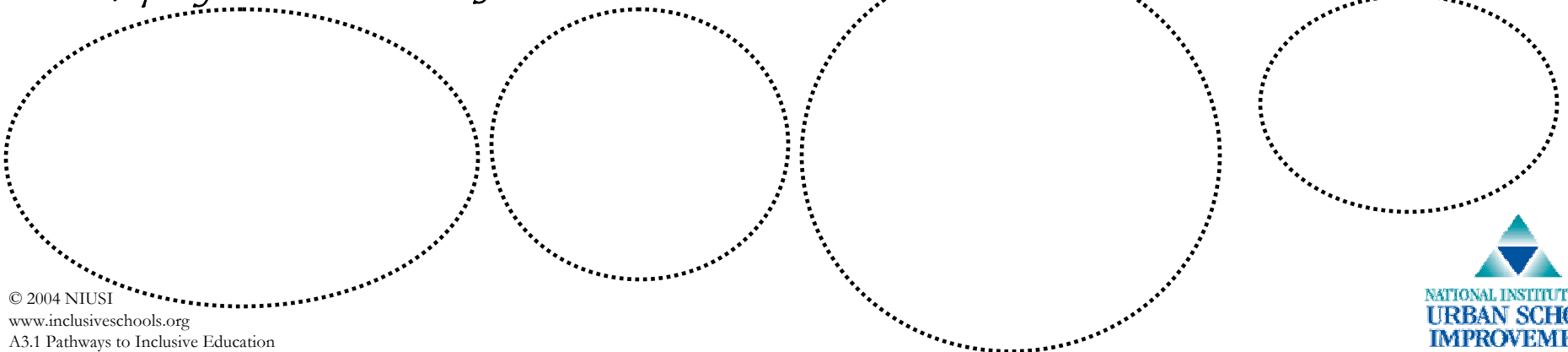
Leading

- Variety of research-based and data-based methods/strategies of instruction or modes of presentation (input)
- Variety of activities take place simultaneously
- Variety of assessment tools used (individualized responses/output allowed, encouraged, and planned for)
- Assess learning daily
- Instruction is motivational, engaging
- Instruction is differentiated based on assessments
- Instruction involves students
- Instruction provides a learning environment with flexible curriculum and instruction (teacher monitors and facilitates learning throughout instruction)
- Instruction promotes active learning
- Educators have high expectations for students
- Active, cooperative, project-based learning (focused on objective)
- Student is enabled to create authentic work
- Educators are working toward student independence
- All students are working toward same overall outcomes with differences in level of outcome achieved and degree of emphasis placed on specific indicators
- Peer-mediated learning approaches used
 - Peers used as natural support
 - SEE GA MODULE
- Questioning techniques follow best practice:
 - Ask content questions
 - Use appropriate wait time
 - Engage all students in conversation/learning
 - OTHERS?

Where is your school? Shade the arrow to show your progress.



What progress are we making?



Pathways to Inclusive Education

Adult/Student Rubric

Not at all

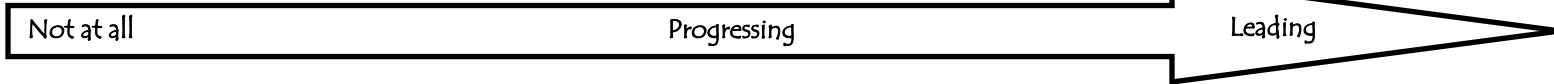
- All exchanges involve or are directed by teacher; student waits to be called on
- Emphasis on quick answers, facts, and right answers

Progressing

Leading

- Students address one another directly
- Emphasis on thoughtful exploration of complicated issues
- Students ask questions as often as teacher

Where is your school? Shade the arrow to show your progress.



What progress are we making?

Pathways to Inclusive Education

Collaboration Rubric

Not at all

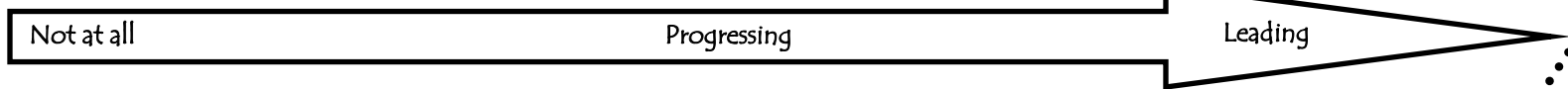
- Special educator is in classroom briefly or sporadically

Progressing

Leading

- Regular, positive communication between family and school
- Adults and students have high expectations for students' behavior and academics
- Adults assume responsibility for all students
- Problem-solving occurs as a team
- Peer coaching occurs
- Educators share lesson plans among other staff
- Educators, family, and students participate in individualized planning
- Everyone has a voice and a sense of belonging
- Division of responsibilities for co-teachers is flexible and well-defined
- General and special educators collaborate to develop instructional plans (plan for diversity upfront)
- All participate and lend expertise in classroom (including students, general and special education teachers, parents, paraeducators, and support services)
- A report amongst all in classroom is evident
- Special education teacher is in classroom for a prolonged time on an on-going basis
- Interdisciplinary work is seen in the classroom (OT, PT, SLP, VI consultant, etc. work in the classroom as part of the team so that others – teachers, paraeducators, parents, learn how to assist students and other students benefit from the experience)

Where is your school? Shade the arrow to show your progress.



What progress are we making?

Pathways to Inclusive Education

School/Classroom Climate Rubric

Not at all

- Stark, institutional feel

Progressing

Leading

- Inviting school or classroom atmosphere
- Students' work fills hallways
- Bathrooms in good condition and usable for a variety of ability levels
- Faculty lounge warm and comfortable
- Office staff welcoming toward visitors and students
- Students and community help in cafeteria, library, and with other school functions
- Student's dignity is enhanced
- Proactively create a positive atmosphere by teaching social skills and character education to all
- Adults treat students fairly (DEFINE FAIR)
- Enables students to create authentic work
- Enhances student dignity
- Enables students to make choices
- Diversity is appreciated and celebrated
 - Recognized a variety of cultural traditions
 - Embraces different languages
- Values social relations among children
- Everyone has a voice and a sense of belonging
- Students realize that others will be working on a different path to achieve same goal
- School-wide positive behavior support system
- Classroom positive behavior support system
- Students have a high level of responsibility for creating their learning community

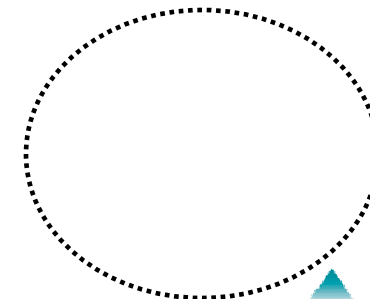
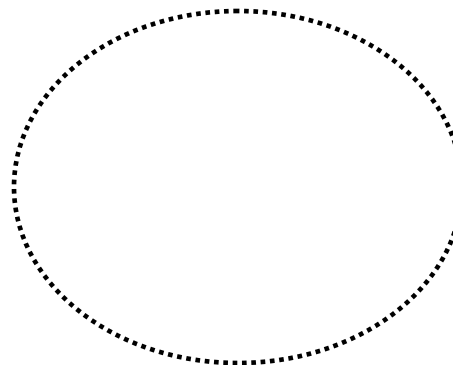
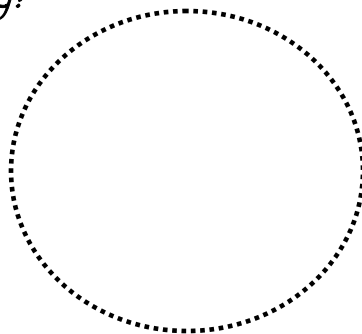
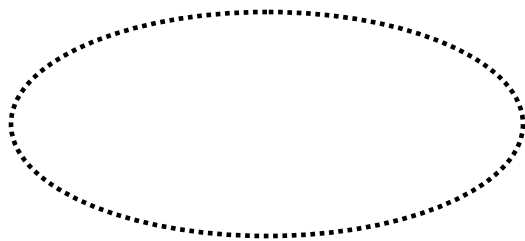
Where is your school? Shade the arrow to show your progress.

Not at all

Progressing

Leading

What progress are we making?



Pathways to Inclusive Education

Student Attributes Rubric

Not at all

- Inattentive/disruptive
- Unaware of own learning objectives
- Not in class entire period
- Observes classroom activity
- Unresponsive to or hopes to be distracted by visitors

Progressing

Leading

- Attentive/not disruptive
- Understands, involved in setting and monitoring learning objectives
- On-time to class and stays entire period
- Participates in classroom activities, not just an observer
- Reaction to visitor welcoming, eager to interact regarding their learning

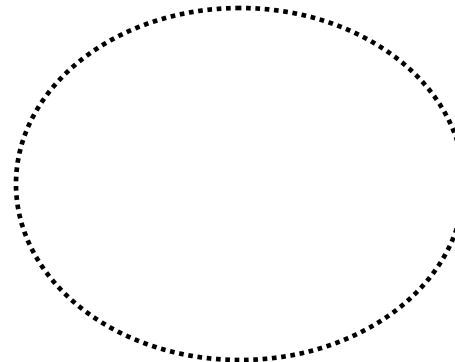
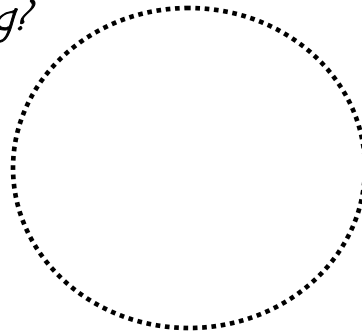
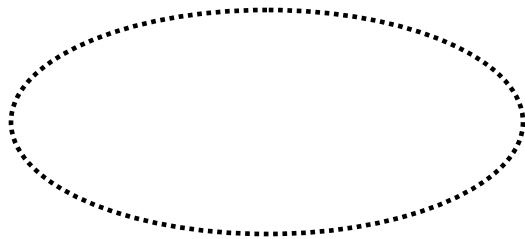
Where is your school? Shade the arrow to show your progress.

Not at all

Progressing

Leading

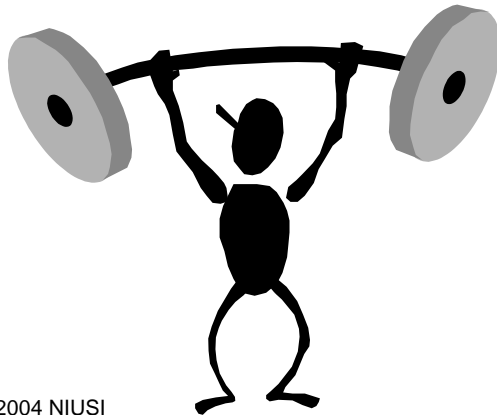
What progress are we making?



Strength to Dream Stairway



1. Discover a Strength!



2. Identify a Dream!

3. Develop the Steps to Get There

Academy Evaluation

Academy 3.1 Understanding Inclusion

I am a

- General Ed Teacher
 - Administrator
 - Special Ed Teacher
 - Parent
 - Paraprofessional
 - Other
- _____

I am affiliated with a(n):

- Elementary School
- Middle School
- Secondary School

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

Please let us know how useful you found the topics and activities:

Activity 1: What is inclusion and why do we do it?

| | | | | |
|------|---|---|---|-------|
| Poor | | | | Great |
| 1 | 2 | 3 | 4 | 5 |

Activity 2: Pathways to Inclusive Education

| | | | | |
|------|---|---|---|-------|
| Poor | | | | Great |
| 1 | 2 | 3 | 4 | 5 |

Activity 3: Designing an Inclusive School

| | | | | |
|------|---|---|---|-------|
| Poor | | | | Great |
| 1 | 2 | 3 | 4 | 5 |

Self Evaluation

| | | | | |
|------|---|---|---|-------|
| Poor | | | | Great |
| 1 | 2 | 3 | 4 | 5 |

Three things I learned that made me go... AH HA!

1. _____

2. _____

3. _____

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



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>