



MODULE

3

## Inclusive Schools

# Academy 2 v.1: Exploring Inclusive Practices in Schools

## 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 2: Exploring Inclusive Practices in Schools*



## *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.

### *Module Outcomes*

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.

### *Activities and Lecturettes*

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

#### **Activity #1: Snowball**

In this activity participants get warmed up to learn about inclusion. They draw on background knowledge to discuss current issues and trends on inclusion that interest the group at large.

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

Use this presentation to make the connection between general education school reforms that are consistent with a broader move to more inclusive practices in order to really make the strong point that inclusive schools are inclusive of everybody and that there is a lot already happening in most schools that is already consistent with being inclusive of students with disabilities along with students from different cultures, who speak different languages, and who have different family lives.

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

Once all the kinds of reform practices that are consistent with inclusive schools have been called to the minds of participants, use the “Finding Seeds” handouts to help each school team identify the “seeds of inclusive change” that exist in their school and are ripe for nurturing.

#### **Lecturette #2: Using Teams to Achieve Inclusion**

This lecturette introduces the value of teams and their impact on inclusive schools. It covers three kinds of teams: vertical, grade-level and content area.

### Activity #3: Teaming Toward Goal

In this activity, participants use teaming strategies to help schools become more inclusive.

### *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
30 min	Activity 1: Snowball
30 min	Lecturette 1: Shifts in Thinking and Practice that Support Inclusive Schooling
25 min	Activity 2: Finding the Seeds of Inclusive Change in Your School
10 min	Break
20 min	Lecturette 2: Using Teams to Achieve Inclusion
20 min	Activity 3: Teaming Toward Goal
30 min	Leave-taking and Feedback

## *Introductions and Greetings*

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

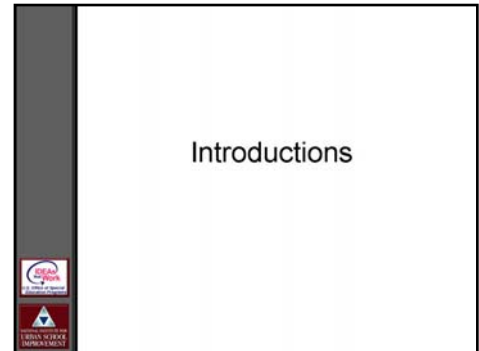
To facilitate this introduction, use the Academy Overview PowerPoint; it provides the background, Academy purpose and objectives, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.

### **Facilitator Materials**

Academy Overview

### **Time Limit**

15 minutes





Module 3: Inclusive Schooling - Academy 2: Exploring Inclusive Practices in Schools

## *Activity 1: Snowballs - Background*

In this activity participants get warmed up to learn about inclusion. They draw on background knowledge to discuss current issues and trends on inclusion that interest the group at large.

### **Activity Sections**

- Part 1: Snowballs, Part 1
- Part 2: Snowballs, Part 2
- Part 3: Debrief

**Complete Activity Takes 30 Minutes**



## *Activity 1: Snowballs*

### *Activity 1, Part 1: Snowballs, Part 1*

#### **Facilitator Materials**

Sheets of plain white paper.

#### **Participant Materials**

None

#### **Activity Purpose**

This activity generates a list of current inclusion issues faced by participants.

#### **Activity**

Brainstorm issues/concerns/needs regarding inclusion. After collecting enough ideas for the number of small groups in the Academy, crumple up the papers into “snowballs”.

#### **Facilitator Note**

Prepare for this activity by knowing how many small groups you plan on having in Part 2. Usually a small group consists of 5-7 participants. Depending upon the size of the whole group, you may wish to use the same topic for more than one small group.

#### **Activity Time Limit**

10 minutes

### *Activity 1, Part 2: Snowballs, Part 2*

#### **Facilitator Materials**

None

#### **Participant Materials**

*Snowballs*

### Activity Purpose

This activity starts the discussion about inclusion and generates ideas about how inclusion manifests itself in the participants' schools.

### Activity

Arrange participants into small groups. Pass out a *Snowball* to each group. Ask groups to discuss the issue and how it affects their schools, positions and students. Urge participants to write notes on the *Snowball* for reference in Part 3 of the activity.

### Facilitator Note

Breaking into groups can be a time consuming event. Be prepared for how you will handle this so your time isn't wasted on this part of the activity. Will the name tags have codes on them to facilitate this process? Will they be grouped by proximity?

### Activity Time Limit

10 minutes

## *Activity 1, Part 3: Debrief*

### Facilitator Materials

None

### Participant Materials

*Snowballs*

### Activity Purpose

This activity allows participants to gather information about various inclusion issues.

### Activity

Ask groups to share their thoughts on the *Snowball* issues with the whole group.

### Facilitator Note

Sometimes whole groups may start a discussion around one of the small group topics. This is fine and may lead to a deeper understanding of the inclusion issue.

### Activity Time Limit

10 minutes

## *Lecturette 1: Shifts in Thinking & Practice that Support Inclusive Schooling*

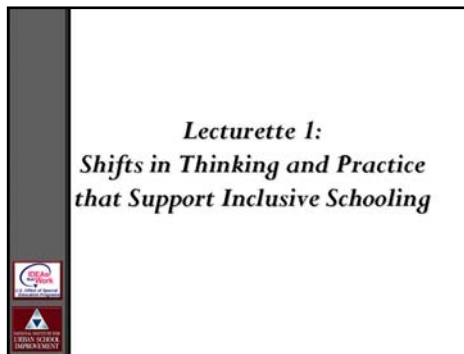
Use this presentation to make the connection between general education school reforms that are consistent with a broader move to more inclusive practices in order to really make the strong point that inclusive schools are **inclusive of everybody** and that **there is a lot already happening in most schools that is already consistent** with being inclusive of students with disabilities along with students from different cultures, who speak different languages, and who have different family lives.

### Facilitator Materials

#### *Lecturette 1 PowerPoint*

### Complete Lecturette Takes 30 Minutes

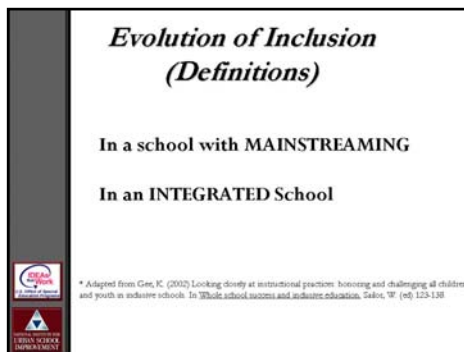
Slide  
1



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

This presentation talks about 5 shifts in the thinking of school personnel who are engaged in reform. Each of these represents a big shift in thinking for many educators but also has lots of implications for practice that contribute to schools becoming more inclusive.

Slide  
2



### **Evolution of Inclusion (Definitions):**

Inclusion is an evolving concept. Facilitators need to be cautious not to alienate participants' contributions to definitions (i.e., "That statement is from the 60s.")

Facilitators should also be aware that these are working definitions. They are often used interchangeably in schools. The emphasis of this and the following slide is the progression of the

inclusive movement towards our definition of an "Inclusive Environment."

In a school with Mainstreaming:

Students with disabilities are placed in the general class for at least parts of the day



based on their ability to do the work with minimal help from a special education teacher

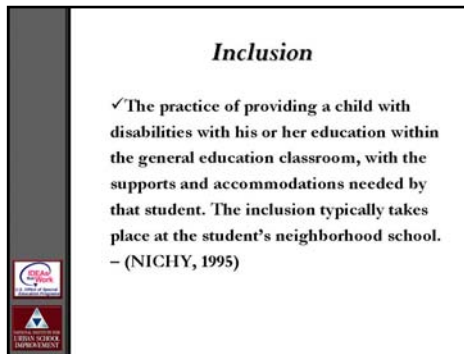
Individualized instruction from a special education teacher is often provided in a resource room for part of the day. The special education teacher provides support and adaptations to the regular teacher

In an integrated school:

Students with disabilities are members of self-contained classrooms but may spend part of their day in regular classrooms. The school is often not the same school where their brothers or sisters would attend

The special education teacher is responsible for planning and designing the instruction for students when in the general education classroom

Slide  
3



**Facilitator Instructions:**

This definition is based on administrative policy  
“The provision of services to students with disabilities, including those with severe disabilities, in their neighborhood schools, in age-appropriate regular education environments, with necessary supports to meet their individual needs.”

*Adapted from Planning for Inclusion, News Digest,*

*Vol 5, Number 1- July 1995*

It is meant to contrast the subsequent definitions of inclusion. A blank slide is introduced on the next page so the training group can collectively decide what inclusion means. “Inclusion” refers more to the administration decision to provide special education services to an individual student within the context of the general education classroom.

## Slide

4



## Facilitator Instructions:

This definition will stress the importance of an inclusive environment being an open, accepting atmosphere. It is meant to contrast the policy-based definition of inclusion from the previous slide. Training participants should be asked for their definitions of inclusive environment, by asking participants, "What does an inclusive environment mean to you?" Trainer may wish

to discuss the previous slide and ask "What is missing from this definition?"

The next slides offer many more statements on "what inclusion is," and can be used at the trainer's discretion. The following metaphor may also be used to illustrate the point:

*"Have you ever been invited to a party, and when you got there people were reluctant to speak to you, and you felt uncomfortable. Well an inclusive environment would be one where when you got there everybody was pleased to see and talk to you, and it was if the party hadn't started until you arrived."*

The following list can be discussed as core concepts of an Inclusive School Environment.

Philosophy of education which presumes all learners belong in the general class.

Friendships are supported by formal and informal methods.

All students are full members of a general education classroom in the same school their brother or sisters might attend.

Person-Centered Plans guide the IEP. Students' needs and abilities are evaluated in the context of teaching. Students with disabilities do not lose services or support.

A variety of professionals work collaboratively to meet the students' educational needs.


\*Adapted from Gee, K. (2002) Looking closely at instructional practices: honoring and challenging all children and youth in inclusive schools. In Whole school success and inclusive education. Sailor, W. (ed) 123-138.

Slide  
5

***The Focus of Inclusive Environments:***


- ✓ Development of regular school and classroom communities that nurture and support the educational and social needs of every student in attendance

Stainback & Stainback



Slide  
6

TIME LINE COMPARISON OF INCLUSION DEVELOPMENTS						
<b>National Inclusion Trends</b>						
Courts begin to support right of LRE						
1960	1970	1980	1990	2000	2003	300% of students with disabilities educated in regular ed. settings
Brown v. the Board of Education		Public Law 94-142		IDEA		
<b>Delaware Inclusion Trends</b>						
1960	1970	1980	1990	2000	2003	300% of students with disabilities educated in regular ed. settings
Delaware Autism Project started				1996- Delaware still substantially below national integration average; Delaware Inclusion Project started		
72% of students ages 6-21 were being educated in separate settings (20% in separate schools)						



**Defining Inclusion Events:**

*Move ahead to next slide about IDEA when you reach this on the time line, and then return to this slide.*

A value based movement reflecting desegregation arguments of the civil rights movement

Many influential pieces of legislation during this period (e.g., Brown v. the Board of Education)

which led to more legislation and court decisions throughout the last 50 years. The Brown v. the Board of Education Supreme Court decision aimed at ending segregation in public schools. On May 17, 1954, the Supreme Court unanimously declared that separate educational facilities are inherently unequal" and, as such, violate the 14th Amendment to the United States Constitution, which guarantees all citizens "equal protection of the laws." Adapted from: <http://www.nps.gov/brvb/>

Notable court cases supporting the rights of students with disabilities to placement in the LRE include *Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania* (1971, 1972), *Wyatt v. Stickney* (1972), *Mills v. the board of Education* (1982) (1988, Taylor).

Concept of inclusion emerged in the early 1970s to integrate students with severe disabilities into a broader educational context – Sailor

Delaware Autism Project started: public, statewide school program for students with autism

Public Law 91-142 passed which established the right for a free and appropriate public education; renamed Individuals Education Act (IDEA) in 1990. Also established Doctrine of the Least Restrictive Environment (LRE)

Delaware cited by federal government for failure to meet standards for educating students with disabilities in regular education settings

Inclusion Project began in the 1996-1997 school year to promote greater inclusion of students with disabilities in regular education settings

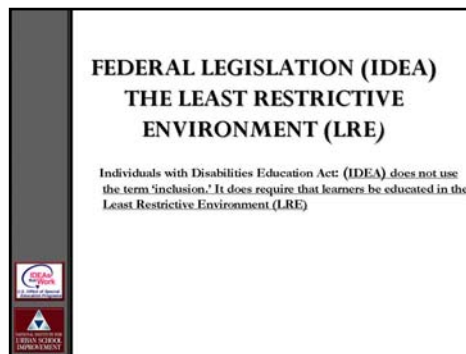
Adapted from Sailor, W. (2002) Devolution, School, Community, and Family partnerships, and Inclusive education. In Whole school success and inclusive education. (ed) 123-138.

### History of Delaware Inclusion Project

Districts Trained-during its first year, the Delaware Inclusion Project has provided intensive, individualized technical assistance and training support to four of Delaware's nineteen school districts. These efforts were directed toward the *system change goals* of 1) incorporating more children with significant needs or severe disabilities in regular education settings, 2) changing teachers' and administrators' attitudes and behaviors concerning the possibilities for inclusive schooling, and 3) increasing the capacity of local districts to meet the needs of their students with disabilities in the least restrictive environment possible including those which provide regular opportunities for inclusion with peers without disabilities.

### Slide

7



### LRE requires that:

- School districts provide a continuum of placement options.
  - Learners with special needs are educated in the general classroom to the “maximum extent possible.”
  - “Supplementary aids and services” are required
  - Placement is individually determined.
- Schools exhaust all possible solutions and supports before determining that the LRE for that learner is not the regular education classroom.

### BACKGROUND INFORMATION: FEDERAL LEGISLATION ADDRESSING EDUCATION OF LEARNERS WITH SPECIAL NEEDS

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – P.L. 101-476  
Formerly the EDUCATION FOR THE HANDICAPPED ACT – P.L. 94-142

Other Relevant Sections:

PART H: Free, appropriate intervention for learners from birth to three years of age at risk for developmental delays or with special needs

PART B: Free, appropriate public education for learners from three years of age to age 21 with identified special needs according to 13 recognized disability categories

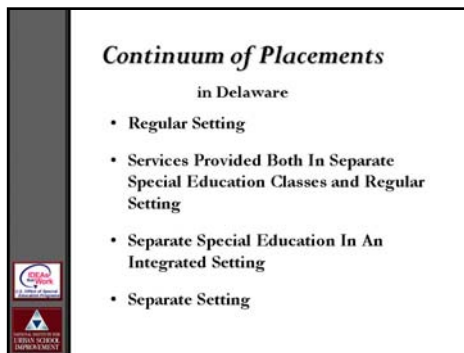
Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability by recipients of federal funds and contains free appropriate public education

requirements similar to IDEA

AMERICANS WITH DISABILITIES ACT (ADA) prohibits discrimination on the basis of disability by state and local governments. Unlike IDEA, Section 504 and ADA define people with a disability in terms of their ability to function, rather than basing need for special services on the presence of a specific impairment. Thus, learners with needs such as Attention Deficit Disorder or substance abuse may be eligible for supportive or special education services under ADA or Section 504, although these are not recognized disability categories in IDEA.

*NOTE: Section 504 and the ADA do not provide financial assistance for education programs.*

### Slide 8



### Facilitator Instructions:

Regular Setting (Includes pull-out related services and team classrooms) (Student served outside the regular classroom less than 21% of the day.)

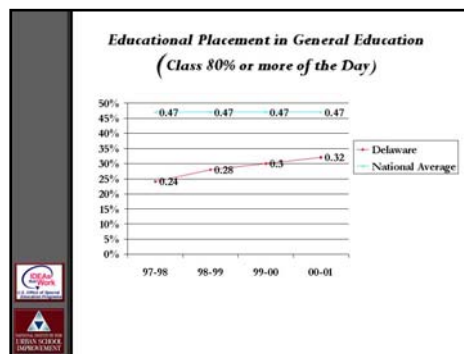
Services Provided Both In Separate Special Education Classes and Regular Setting (Student served outside the regular classroom at least 21% of the day and no more than 60% of the

day.

Separate Special Education In An Integrated Setting (Student served outside the regular classroom more than 60% of the day.)

Separate Setting (Student served in public separate day school facility for greater than 50% of the day.)


### Slide 9



Slide  
10

**Key Elements of an  
Inclusive School**

- Division and building-level consensus
- Ongoing collaboration
- Individualized goals weaved into general activities
- Provision of time
- Strong administrative support
- Parental involvement
- Strong peer networks
- Use of natural supports



**Facilitator Instructions:**

What needs to be in place for effective inclusion:

Division and building-level consensus on what inclusion means and commitment to pursue that vision

Ongoing collaboration and problem-solving among educators, support staff, parents and students

Curricular and instructional strategies that

weave individual goals and objectives into general activities

Provision of adequate time for collaboration

Strong administrative support along with proactive and committed leadership

Parental involvement

Strong peer network and other natural supports

1.) Lay the ground work for why it is important for representative planning groups and administration to complete the strengths assessment. The strengths assessment helps accurately identify the current practices of your school and help to set appropriate goals. Share how the info will be used.

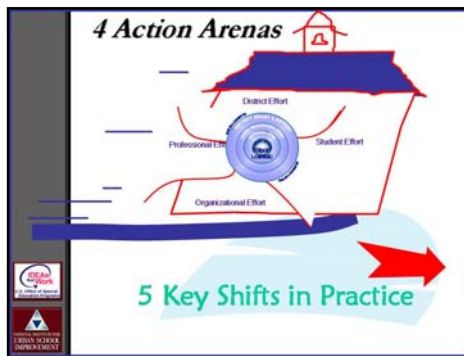
2.) Trainers can choose to have participants fill out the Strengths Assessment during training, or set up to have them complete the assessment after the training.

Slide  
11

*Now that you have a  
background on  
Inclusive practices, it is time to  
put your  
IDEAS into PRACTICE!*



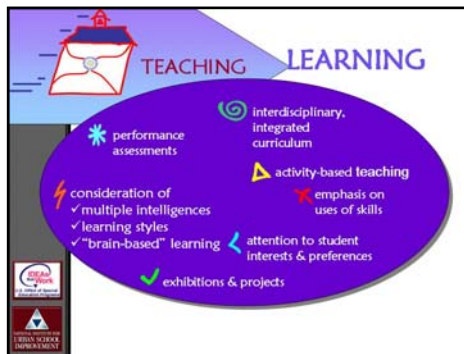

Slide  
12



**4 Action Arenas:**

This cover slide introduces the levels of the Systemic Change Framework as 4 “arenas of action”. The 5 shifts follow, each with some examples and explanation.

Slide  
13

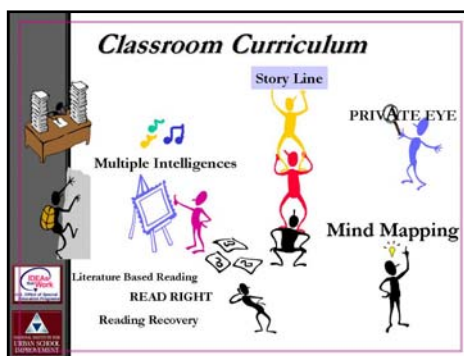


**Teaching to Learning:**

The shift from a focus on “teaching” to a focus on “learning” for both teachers and students results in more teacher reflection and inquiry and more student-centered practices. The examples listed here are not meant to be exhaustive, but to call to the group’s mind similar practices that reflect a focus on student learning. You might have others that you can

elicit from the group during the lecturette.

Slide  
14



**Classroom Curriculum:**

These examples are specific to curriculum products and practices that support a shift from a focus on teaching – what teachers do, or didactic practices, or “stand and deliver” teacher styles – to a focus on students’ learning.

Slide  
15



**Service to Support:**

This shift can be a bit more complicated to explain. In both general education and special education assumptions about what students need have changed. Instead of having a series of services available that professionals believe meet the needs of students, this shift begins with the student. That is, it first assesses and understands the learning style, needs, preferences, and interests of each student and then organizes the learning,

preferences, and interests of each student and then organizes the learning,

environmental, social, or other supports that will ensure student learning and achievement.

The important thing to emphasize about this shift is the shift from assuming professionals know what learners need to first investigating what learners need and how they learn. In this way, classrooms and schools are less likely to have situations where what is offered simply does not result in learning or achievement for particular students.

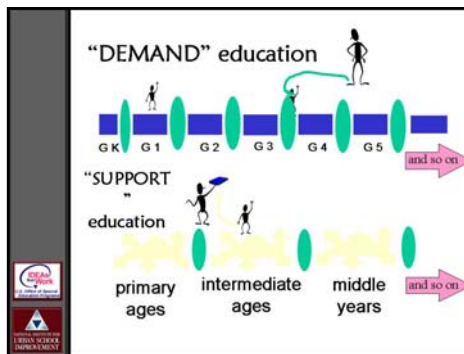
**Slide  
16**



**Support:**

Use the slide to explore the concept of support. These definitions were taken from a standard dictionary. Emphasize that supports, when present, keep the student from failing, slipping, or sinking. Also emphasize that supports most often will be present.

**Slide  
17**



**Curriculum:**

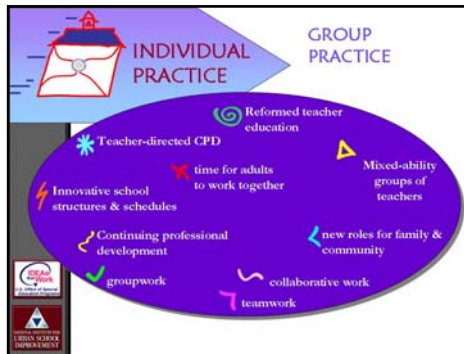
Use the slide to illustrate how the concept of support applies to curriculum. Traditionally, in what is here referred to as “demand” education, we identify standards or expectations every year for every child. The logic of “demand” education is that if we make the expectations clear to the student, the student will rise to the occasion and meet the demand. It becomes the

teacher’s job to keep the students focused on the expectations.

In contrast, a “support” education realizes that students learn and develop at different rates and in different ways, but that every three years or so, most students meet a set of developmental expectations. In “support” education it is important for teachers to keep their eye on the standards or expectations and understand where each child is relative to those standards. But instead of keeping the student focused on those standards, it becomes the teacher’s role to support the student’s growth and learning toward the standards or expectations revealing them as appropriate to each student.



Slide  
18

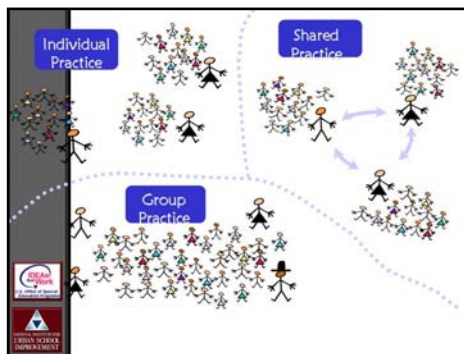


**Individual Practice to Group Practice:**

This is one of the most familiar shifts for most audiences of teachers. Unlike traditional education, where one tall person was assigned to her room with a bunch of short people, we now know that diverse groups of students are best served when diverse groups of teachers work together to ensure their learning.

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

Slide  
19



**Individual to Group Practice:**

Use the slide as an illustration of the shift from individual practice to group practice. On top left, individual practice is illustrated by a single teacher assigned to group of students. A middle step toward group practice is "shared practice". This occurs when teachers who are still assigned their own groups of students begin to talk to each other, share ideas and experiences about

practice, and problem solve, design curricula, and plan learning activities together that they then use with their own groups of students.

This "step on the way" toward group practice is occurs often in many schools. A more complete group practice occurs when several teachers share responsibility for a large group of students. One way this occurs is with cross-grade teams. For example the primary teachers (grades kindergarten through three) might plan together and share groupings of students across their assigned classroom lists. Specialists, like special educators, or language professionals, might be assigned to the team and function from students' points of view as "just another teacher". This kind of assignment of specialists is illustrated in the slide by the teacher on the bottom right with the tall black hat.

Slide  
20



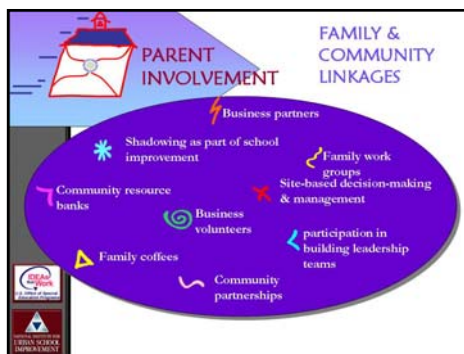
**Reform to Continuous Improvement and Renewal:**

This shift is reflective of the way the school change has evolved over the past decade. Schools have always been asked to make changes. Since 1985 schools have been asked to make a series of changes, some of them contradictory.

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

Continuous improvement and renewal requires ongoing information systems that can summarize information for members of the school community to make ongoing decisions about change.

Slide  
21



**Parent Involvement to Family and Community Linkages:**

This last shift is one that many schools are just beginning to attend to. Research tells us that when parents and other family members are an ongoing part of the mission and operations of schools, student achievement increases. Yet schools and school personnel have long had uneasy relationships with students’ parents,

sometimes school personnel worry about parents being critical of their efforts.

Most school efforts with families have focused on involving families in the work of schools in a variety of ways. These efforts range from charging parents with the responsibility to make sure that all children are “ready” for school by being well-rested and well fed, to making sure parents check their children’s homework and attend meetings when the school schedules them.

Many schools have found this approach to parent involvement falls well short of addressing important issues and does not engage more than a small percentage of the


families in the school. School personnel in urban schools, especially, protest that parents simply don't come to the meetings they schedule or the events they hold. School family linkages, in contrast, is more bi-directional. In this thinking, schools get involved with families rather than just expecting families to get involved in schools. Such linkages require school personnel to understand the need of families and the communities in which they live and to use school resources and talents to help families address those needs. It also requires schools to find new ways that parents and community members can contribute to the ongoing mission and operations of schools in ways that don't always involve their own child.

Slide  
22

**A Parent Says.....**

I want my children to succeed in school, to know they succeeded, and to feel good about that. I want the school to like my children...

*Quoted in Sizer, 1985*



**A Parent Says:**


I want my children to succeed in school, to know they succeeded, and to feel good about that. I want the school to like my children, to know them, and to appreciate them as I appreciate them, to help them and to believe in them as individuals. I want the school to be safe and to be fair, for my children and for other children. I want my children to be content with

school, confident, and part of a nice group of friends. I want the school to ready my children for the future, to give them real options for what follows after graduation. I want the school to help my children grow up to be happy, prosperous, and decent citizens.

Slide  
23

**Dewey (1902) Says.....**

What the best and wisest parent wants for his child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy.



**Dewey (1902) Says...**



Module 3: Inclusive Schooling - Academy 2: Exploring Inclusive Practices in Schools

## *Activity 2: Finding the Seeds of Inclusive Change in Your School - Background*

Once all the kinds of reform practices that are consistent with inclusive schools have been called to the minds of participants, use the “Finding Seeds” handouts to help each school team identify the “seeds of inclusive change” that exist in their school and are ripe for nurturing.

### **Outcomes Met In Activity**

- Articulate features of school climates and structures that facilitate inclusive education

### **Activity Sections**

- Part 1: Finding Seeds
- Part 2: Debrief

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

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

### Activity 2, Part 1: Finding Seeds

#### Facilitator Materials

None

#### Participant Materials

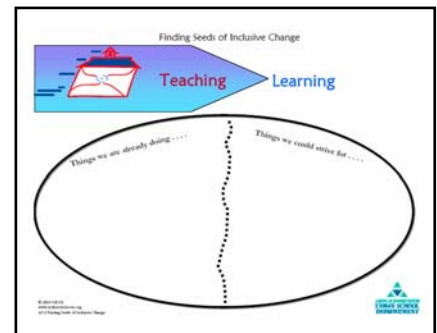
*Pathways to Inclusive Education*

#### Activity Purpose

Help each school team identify the “seeds of inclusive change” that exist in their school.

#### Activity

Make sure the group is organized back into school teams. Refer to the handouts and recommend that the group discuss and complete one for their school.



#### Facilitator Note

None

#### Activity Time Limit

15 minutes

## *Activity 2, Part 2: Debrief*

### **Facilitator Materials**

None

### **Participant Materials**

None

### **Activity Purpose**

Share possibilities with the whole group.

### **Activity**

Debrief. Allow the groups to share their shifts.

### **Facilitator Note**

Consider giving a set of the worksheets prepared as overheads to each team with overhead markers. By collecting a different shift overhead from each group, the discussion can be efficiently and quickly debriefed. Another way to debrief verbally is to ask different groups to share one of the shifts, or to report the one where their school seems to have a lot going on already.

### **Activity Time Limit**

10 minutes

# Lecturette 2: Using Teams to Achieve Inclusion

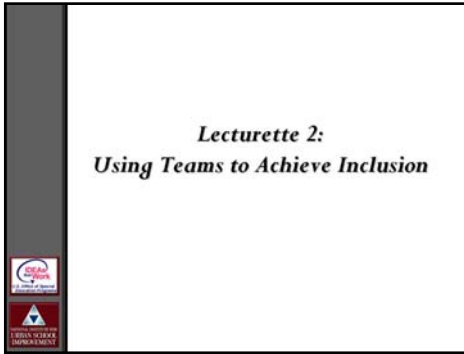
This lecturette introduces the value of teams and their impact on inclusive schools. It covers three kinds of teams: vertical, grade-level and content area.

## Facilitator Materials

*Lecturette 2 PowerPoint*

### Complete Lecturette Takes 20 Minutes

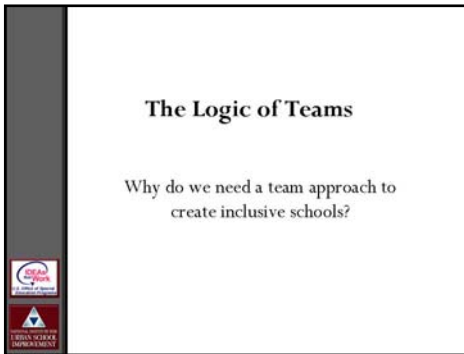
Slide  
1



### Lecturette 2: Using Teams to Achieve Inclusion:

This lecturette introduces the value of teams and their impact on inclusive schools. It covers three kinds of teams: vertical, grade-level and content area.

Slide  
2



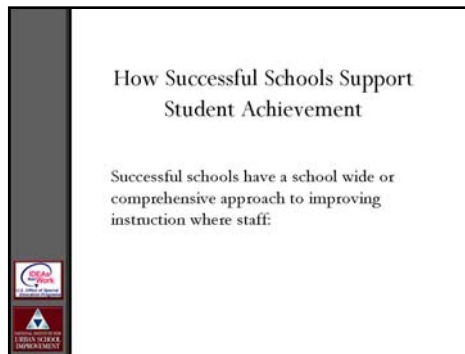
### The logic of teams:

A successful inclusion program takes planning and collaboration among all those who will be involved and affected (Giangreco, Cloninger, & Iverson, 1993). Research has provided sufficient evidence that efforts at all levels (i.e., national, state, district, school, and classroom) are required for substantial and lasting change to occur (Fullan, 1991). Unfortunately, many existing policies and procedures are based on "pull-out" models, and inclusive schooling requires a total reversal of established practices. Despite numerous obstacles, many teachers are being asked to implement more inclusive practices without the assurances of comprehensive planning at other levels. This unofficial mandate for change is the result of many factors (e.g., student needs, family advocacy, administrative requirements, teacher initiatives, and professional articles). Because of pressures on teachers to change and the slow pace of change at higher levels, it is imperative that classroom teachers plan for the effective use of resources to ensure appropriate education for students and to preserve their own professional integrity and well-being.

Classroom planning is an essential part of effective implementation of inclusive education practices (Walther-Thomas, in press; Walther-Thomas, Bryant, & Land, 1996). Teachers and other school staff must work together to create plans that address role expectations, communication, curriculum, accommodations, monitoring, and problem solving.


Effective planning teams are groups of people with individual tasks, projects, and responsibilities. They share mutual ownership for their efforts and work collaboratively. Parity, shared responsibility, commitment, trust, respect, and willingness to work toward consensus are among the basic tenets of effective teamwork (Larson & LaFasto, 1989). Teams must be large enough to do the work necessary, but they must also be small enough to allow each member to participate fully and to work efficiently (Larson & LaFasto, 1989).

**Slide  
3**



How Successful Schools Support Student Achievement

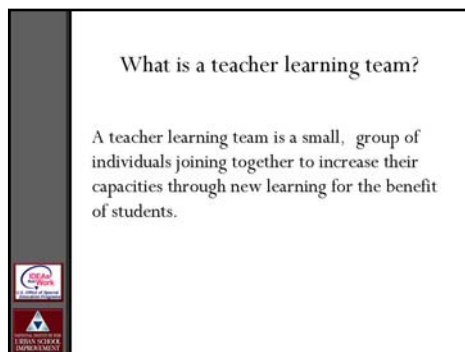
Successful schools have a school wide or comprehensive approach to improving instruction where staff:



**Successful Schools:**


Agree on common research-based curriculum and instructional strategies  
Share their experiences with colleagues  
Consider *each* student's instructional needs using performance data  
Seek and receive feedback from each other on improving their practice

**Slide  
4**



What is a teacher learning team?

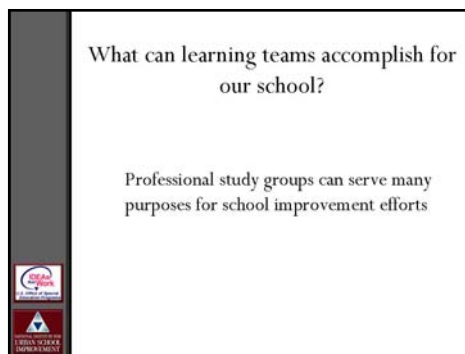
A teacher learning team is a small, group of individuals joining together to increase their capacities through new learning for the benefit of students.



**Teacher Learning Team:**


Other labels for Learning Teams:  
professional study groups  
impact groups  
collaborative teacher groups  
study teams  
reflective practice team

**Slide  
5**



What can learning teams accomplish for our school?

Professional study groups can serve many purposes for school improvement efforts



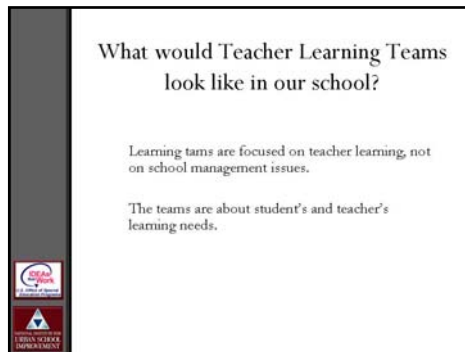
**What can learning teams accomplish for our school?**

Support the implementation of curricular and instructional innovations  
Integrate and give coherence to a school's instructional practices and programs  
Study research on teaching and learning and share with whole staff



Monitor the impact of innovations on students and on changes in the work place

Slide  
6



What would Teacher Learning Teams look like in our school?

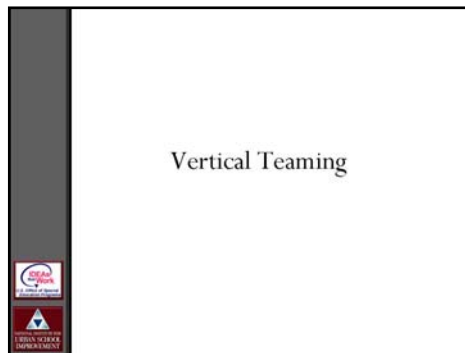
Learning teams are focused on teacher learning, not on school management issues.

The teams are about student's and teacher's learning needs.

**What would Teacher Learning Teams look like in our school?**

Teams can be classified in two categories:  
Independent or stand-alone learning teams  
Whole-faculty learning teams

Slide  
7



Vertical Teaming

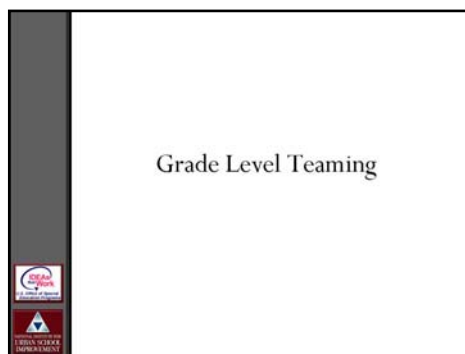
**Vertical Teaming:**

<http://www.tenet.edu/teks/math/resources/mvtt.pdf>

The primary goal of the vertical team strategy is to enhance all students' achievement by increasing communication and cooperation among the members of the team about the programs at their schools. Through such communication and cooperation, teams can

facilitate the implementation of academic changes and support structures necessary to make high achievement by all students a reality. Often, the positive efforts of individual teachers are not sustained after the students leave their classes. However, when teachers unite and strive for a common vision, they can greatly magnify their effects on students' lives. Members of the vertical team can work together to open the door of a subject, such as math, to all students. The vertical team strategy also aims to strengthen school relationships with parents and with the community so that they, too, can provide students with the support necessary for high achievement.

Slide  
8



Grade Level Teaming

**Grade Level Teaming:**

Taking Advantage Of Teaming Opportunities:

- Collegial Support
- Flexibility of Time
- Flexibility of Learning Group Size
- Collaborative Focus on Learning and Instruction
- Integration of Content
- Collaborative Decision Making Based on

Assessment Data

<http://www.mllc.org/Presentations/Principal%20Leadership%20for%20Effective%20Interdisciplinary%20Teaming.pdf>

Slide  
9



**Content area teams can be:**  
Subject matter teams; student support teams



Module 3: Inclusive Schooling - Academy 2: Exploring Inclusive Practices in Schools

## *Activity 3: Teaming Toward Goal - Background*

In this activity, participants use teaming strategies to help schools become more inclusive.

### **Outcomes Met In Activity**

- Discover how to work with teams (vertical, grade level, content area) to identify staffing and curriculum approaches for inclusive schooling.

### **Activity Sections**

- Part 1: Teaming Toward Goal

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

## Activity 3: Teaming Toward Goal

### Activity 3, Part 1: Teaming Toward Goal

#### Facilitator Materials

None

#### Participant Materials

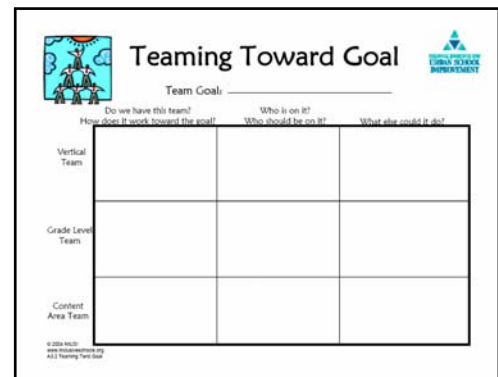
*Teaming Toward Goal*

#### Activity Purpose

This activity is meant for participants to identify the teams in their schools that make inclusive schooling possible. It also points out the possibilities of how teams may help in seeking inclusive education.

#### Activity

Have participants break into school teams. Ask them to complete the *Teaming Toward Goal* handout. The team goal for this activity is “Inclusive School”. This handout asks them to identify whether their school is meeting the goal of “Inclusion” through the use of in-school teams.



The handout is titled "Teaming Toward Goal" and includes the NIUSI logo. It features a "Team Goal" line and three columns of questions: "Do we have this team?", "How does it work toward the goal?", "Who is on it?", "Who should be on it?", and "What else could it do?". Below these questions is a 3x3 grid for recording information. The rows are labeled "Vertical Team", "Grade Level Team", and "Content Area Team".

	Do we have this team?	How does it work toward the goal?	Who is on it? Who should be on it?	What else could it do?
Vertical Team				
Grade Level Team				
Content Area Team				

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#### Facilitator Note

It is very important for the groups to know that the Team Goal for this activity is “Inclusive School”. Reiterate this several times. They are not to make up their own team goal.

#### 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.



The screenshot shows a document titled "Self Assessment" from the National Institute for Urban School Improvement. It includes the following text:

This is a non-graded, anonymous self-assessment. You have 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. Describe how schools as a whole can support inclusive environments and explain specific measures they can take toward the goal of inclusive schooling.
2. Compare various kinds of teams involved in schools and explain how each can play a role in an inclusive environment.

### Activity Time Limit

10 minutes

## 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

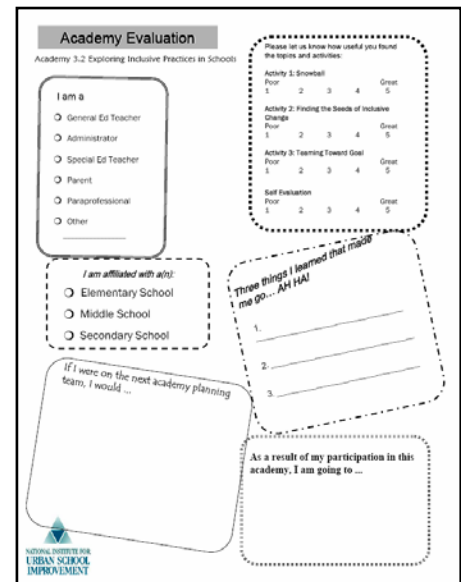
Have participants complete the *Academy Evaluation*. This evaluation gives the module developers a chance to see how the academy is being received and allows them to improve it as needed.

## 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 3.2 Exploring Inclusive Practices in Schools

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

Activity	1	2	3	4	5
Activity 1: Snowball					
Activity 2: Finding the Seeds of Inclusive Change					
Activity 3: Learning Toward Goal					
Self Evaluation					

**I am a**

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

**I am affiliated with w/h:**

- Elementary School
- Middle School
- Secondary School

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**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

At the end of the day: Lessons learned in inclusive classrooms (2001). Grenot-Scheyer, M., Fisher, M., and Staub, D. Contact: Paul H. Brookes Publishing Co., Box 10624, Baltimore, MD 21285-0642; phone (410) 337-9580; fax (410) 337-8539

Bringing all students to high standards: Report on national education goals panel field hearings (2000). Rothman, R. Lessons from the states. Contact: National Education Goals Panel, 1255 22nd St. NW, Suite 502, Washington, D.C. 20037. phone: (202) 724-0015; fax: (202) 632-0957; [http://www.negp.gov/issues/publication/negpdocs/negprep/rpt\\_fldhmg/fldhmg.pdf](http://www.negp.gov/issues/publication/negpdocs/negprep/rpt_fldhmg/fldhmg.pdf)

Creating tomorrow's schools today: Stories of inclusion, change and renewal (1996). Berres, M., D.L. Ferguson, D. Knoblock, and C. Woods. New York, Teachers College Press. Contact: Teachers College Press, P.O. Box 20, Williston, VT 05495-002; (800)575-6566; cost \$21.95.

Diversity within Unity: Essential principles for teaching and learning in a multicultural society (2001). Banks, J. A., Cookson, P., Gay, G., Hawley, W.D., Irvine, J.J., Nieto, S., Schofield, J. W., and Stephan, W.G. Contact: Center for Multicultural Education, 110 Miller Hall, Box 353600, University of Washington, Seattle, WA 98195-3600; phone: (206) 543-3386; fax: (206) 543-8439; email: [centerme@u.washington.edu](mailto:centerme@u.washington.edu)

Inclusive education for the 21st century (2000). Sands, D. J., Kozleski, E.B., and French, N.K. Wadsworth/Thomson Learning. Contact: Wadsworth/Thomson Learning, 10 Davis Dr., Belmont, CA 94002-3098; phone: 1-800-730-2214; fax: 1-800-730-2215; web: <http://www.wadsworth.com>

School, family, and community partnerships: Preparing educators, and improving schools (2001). Epstein, J. L. Contact: Westview Press, 5500 Central Avenue, Boulder, CO 80301; 1- 800- 386-5656; fax: (720) 406-7336; E-mail: [westview.orders@perseusbooks.com](mailto:westview.orders@perseusbooks.com)



## *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*