



MODULE

3

## Inclusive Schooling

Academy 2: Exploring Inclusive Practices in Schools

Participant Handouts



Great Urban Schools: Learning Together Builds Strong Communities



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1380 Lawrence Street, Suite 625, Denver CO 80204  
Phone 303.556.3990 • Fax 303.556.6141  
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## *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:

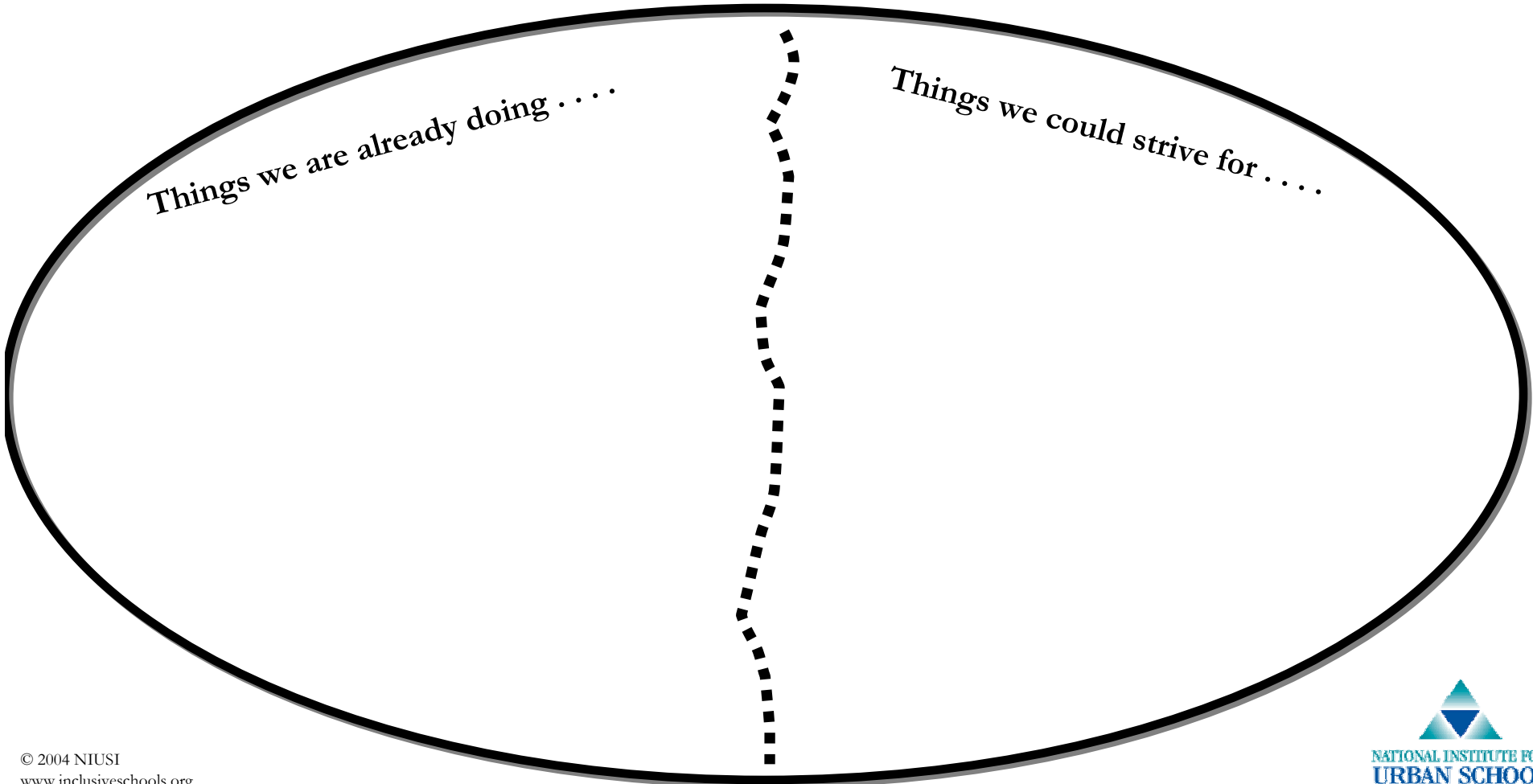
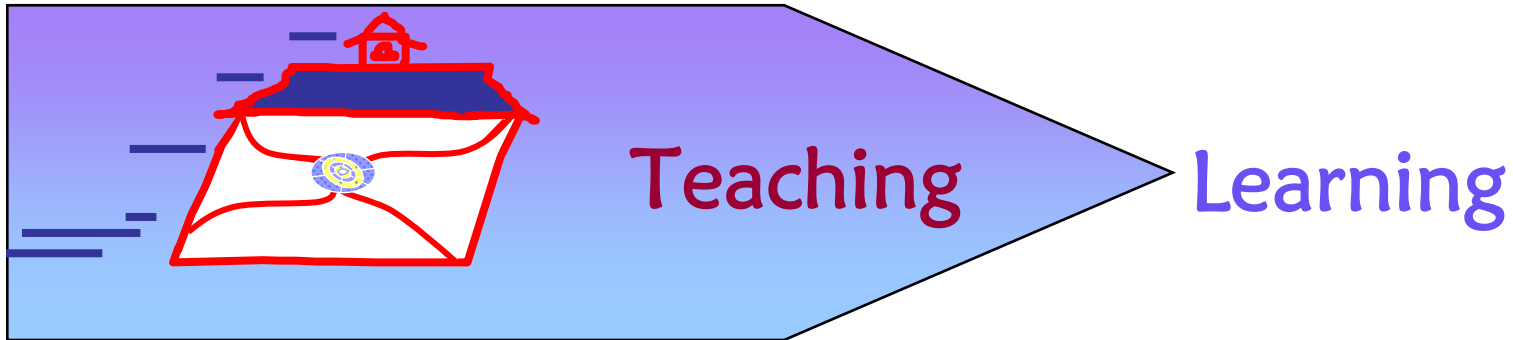
- Articulate features of school climates and structures that facilitate inclusive education.
- Discover how to work with teams (vertical, grade level, content area) to identify staffing and curriculum approaches for inclusive schooling.

### *Agenda*

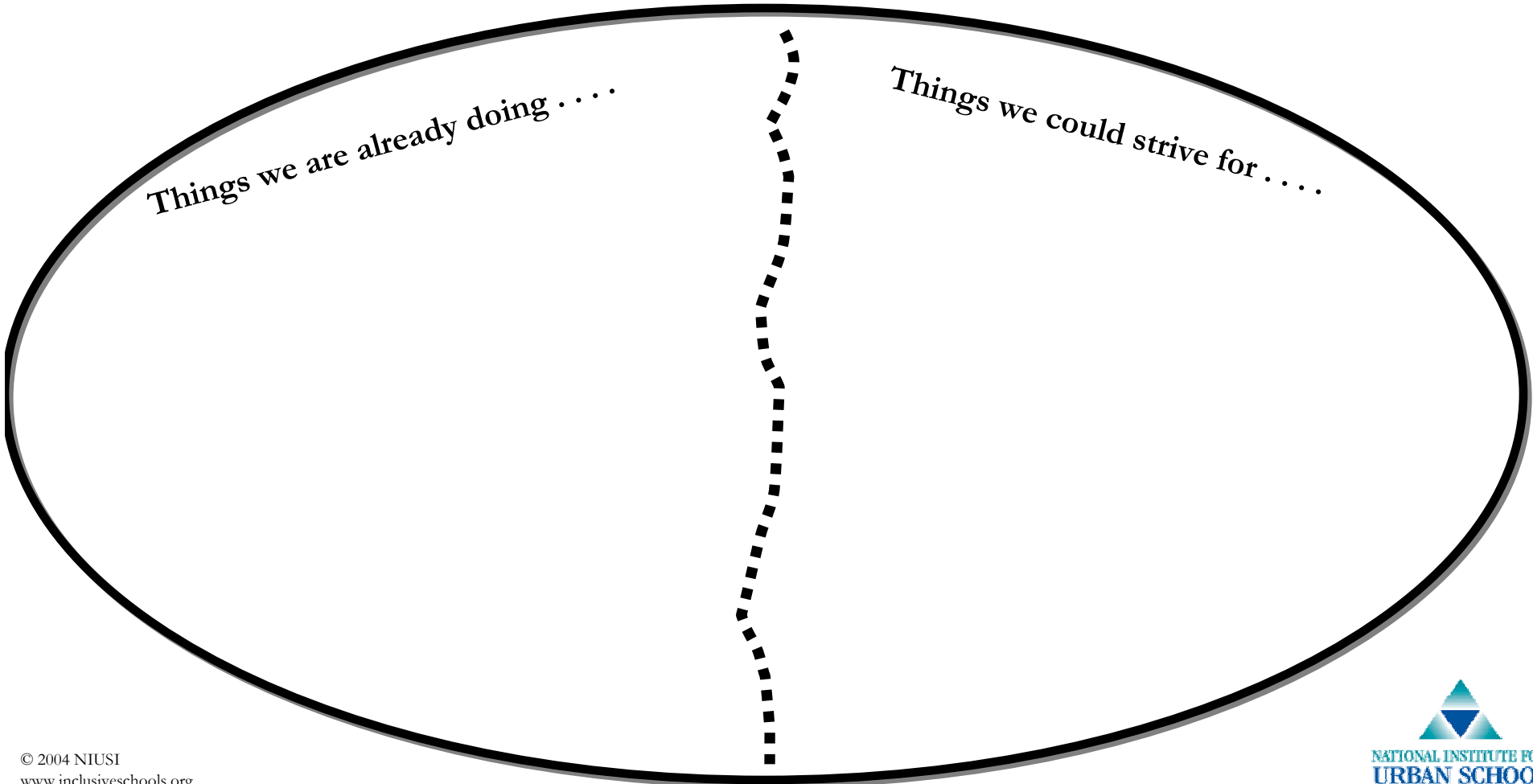
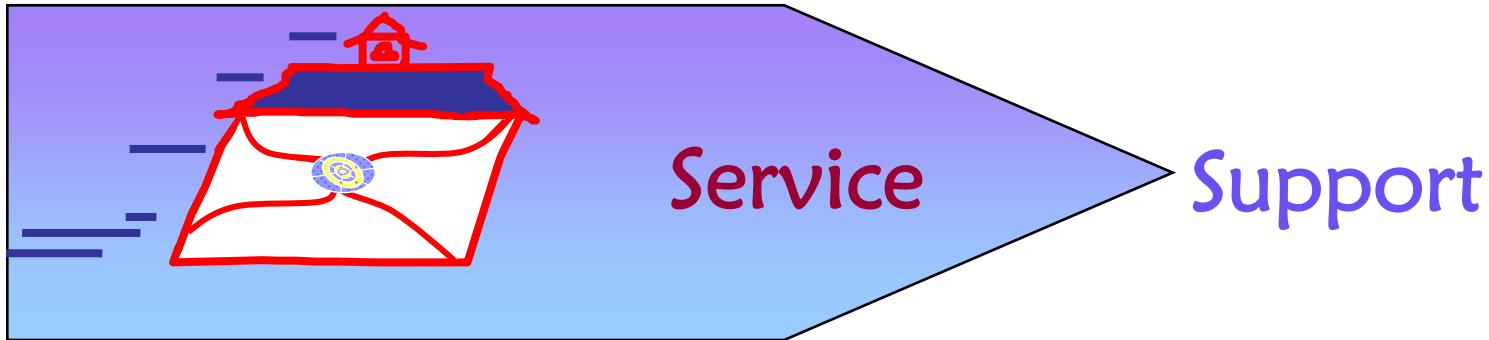
We constructed this Leadership Academy to occur within a 3-hour timeframe with 15 minutes or so for breaks and other time adjustments. The times listed below are approximate but reflect the time these activities and lecturettes have previously taken. Facilitators should be flexible, read their audience,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

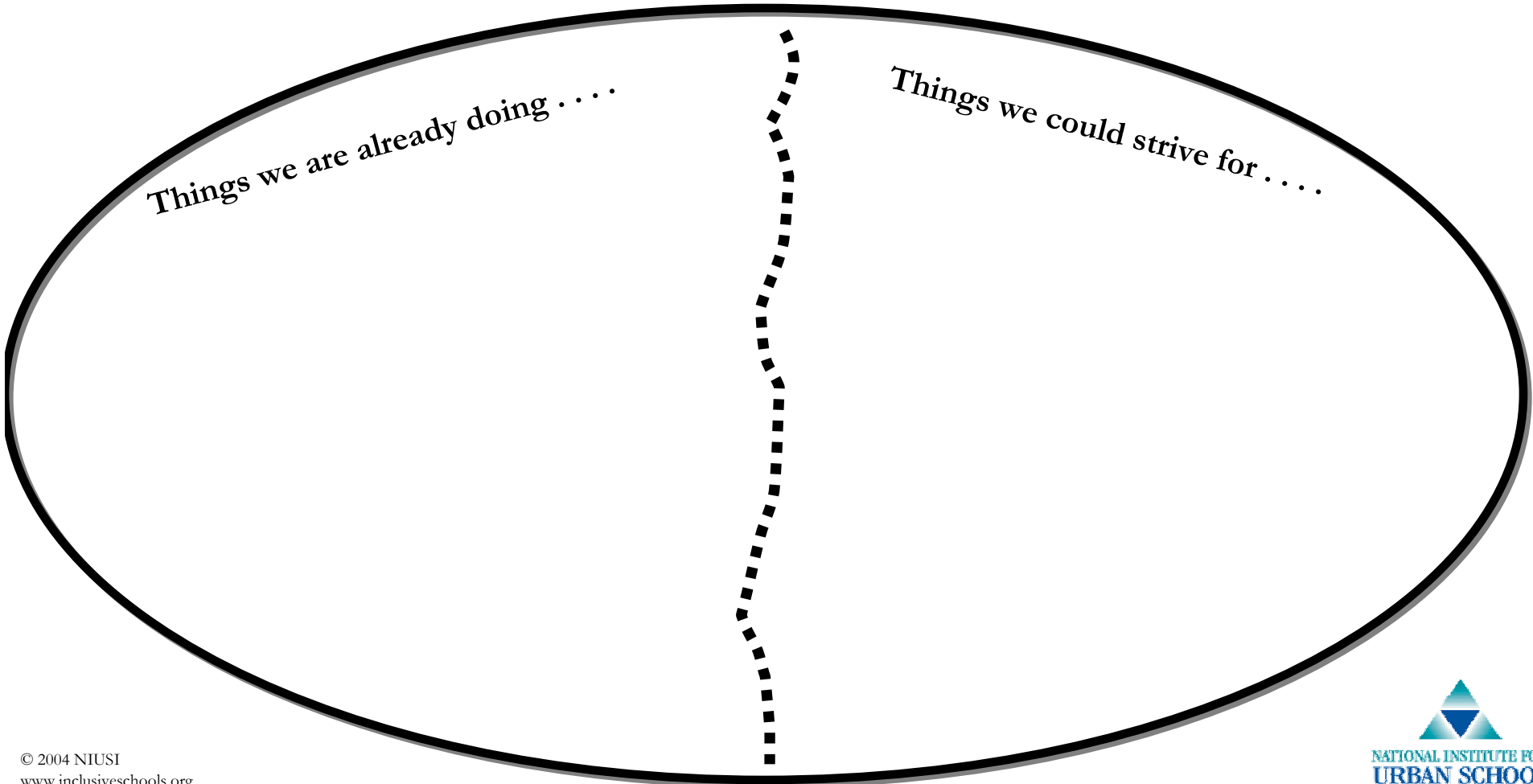
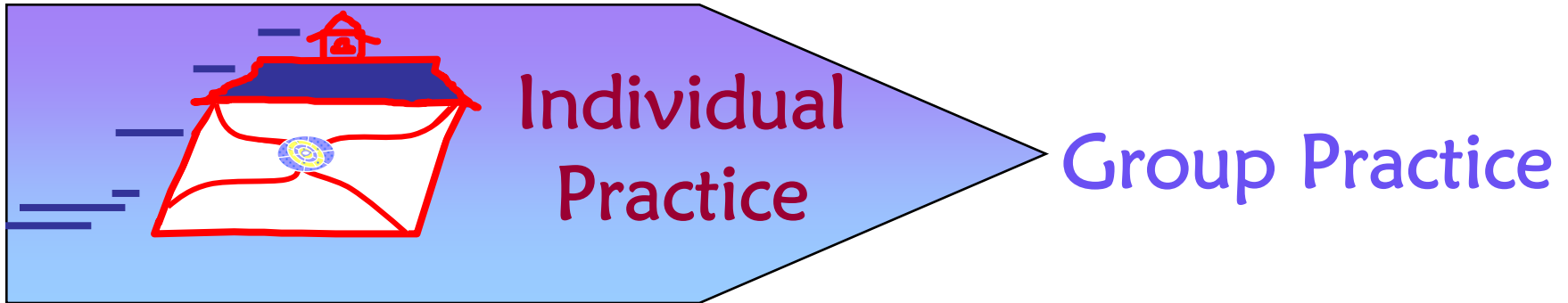
# Finding Seeds of Inclusive Change



# Finding Seeds of Inclusive Change



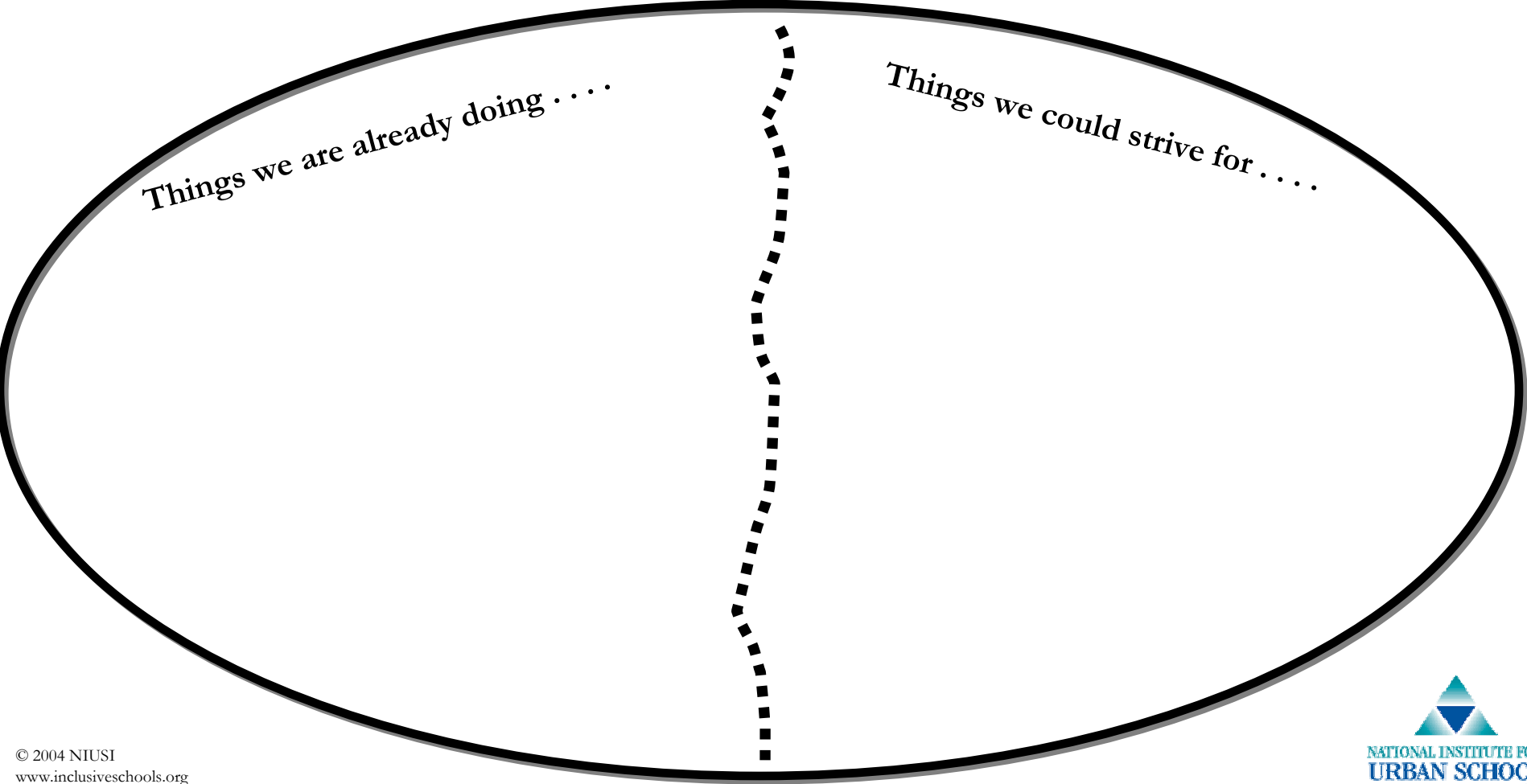
# Finding Seeds of Inclusive Change



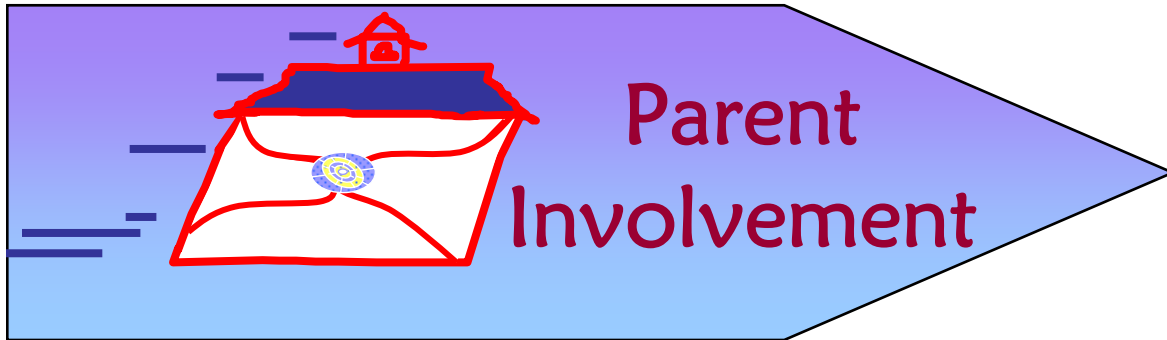
Finding Seeds of Inclusive Change



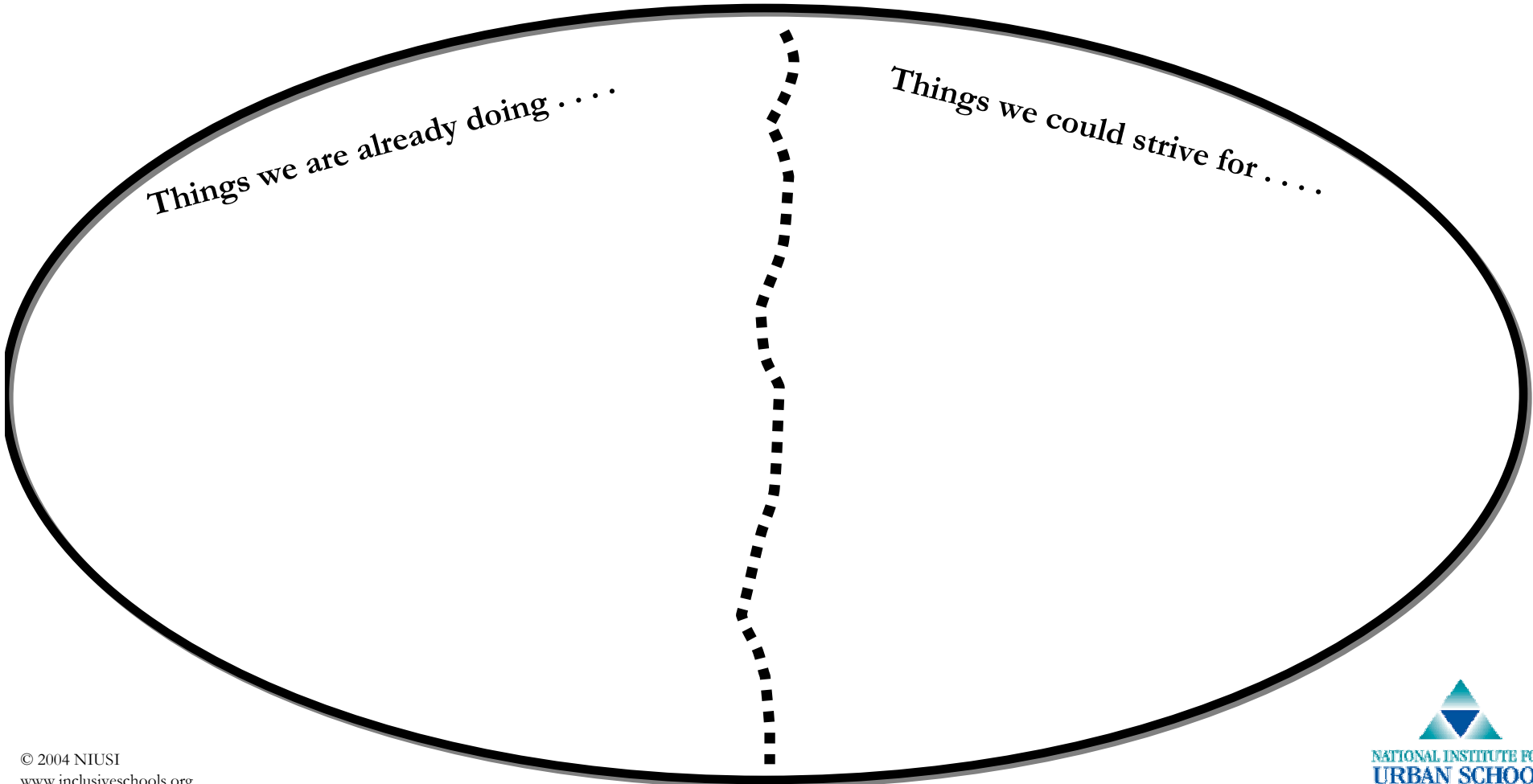
Continuous  
Improvement  
& Renewal

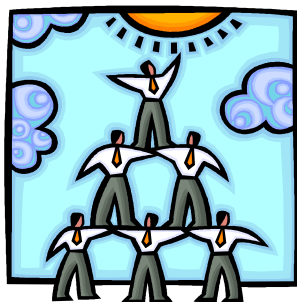


# Finding Seeds of Inclusive Change



Family  
Community  
Linkages





# Teaming Toward Goal

Team Goal: \_\_\_\_\_

Do we have this team?	Who is on it?	Who else could be on it?
How does it work toward the goal?	Who should be on it?	What else could it do?

Vertical Team			
Grade Level Team			
Content Area Team			



# Academy Evaluation

## Academy 3.2 Exploring Inclusive Practices in Schools

### 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: Snowball

Poor					Great
1	2	3	4	5	

#### Activity 2: Finding the Seeds of Inclusive Change

Poor					Great
1	2	3	4	5	

#### Activity 3: Teaming Toward Goal

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*

- 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\\_fldhrng/fldhrng.pdf](http://www.negp.gov/issues/publication/negpdocs/negprep/rpt_fldhrng/fldhrng.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)