LEADERSHIP
for inclusion

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BYTES

BEYOND BOUNDARIES:
NAVIGATING INCLUSIVE EDUCATION AND SYSTEM CHANGE

Session Overview

What is Inclusive Education

Inclusive System Change Path

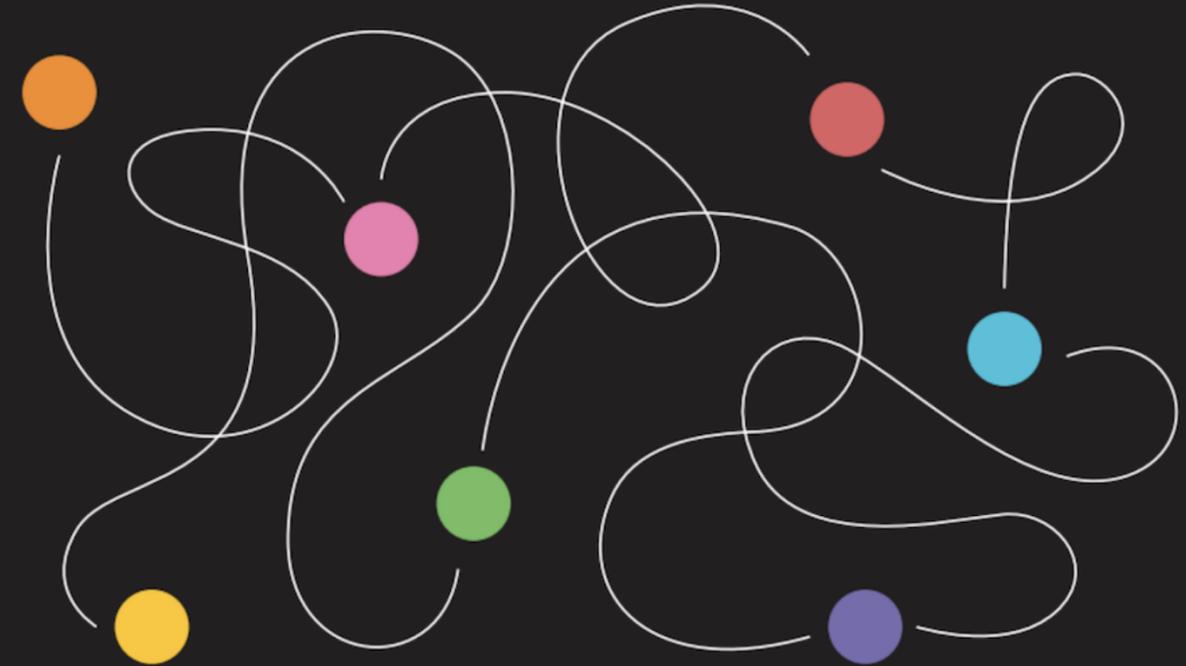Structural and Instructional Elements

Application

READ ALOUD

What is Inclusion

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julie **CAUSTON** / kate **MACLEOD**
kristie **PRETTI-FRONTCZAK**
jenna mancini **RUFO** / paul **GORDON**

the way to inclusion

how leaders create schools
where every student belongs

the way to inclusion

How Leaders Create Schools
Where Every Student Belongs

INCLUSIVE EDUCATION

INCLUSIVE EDUCATION MEANS every student is valued because of their strengths, gifts, and even challenges. As disability is simply... diversity. Everyone benefits from meaningful participation and opportunities to learn grade level content with diverse peers. We must trust that all students come to us as incredible whole people who do not need to be fixed.

INCLUSIVE EDUCATION MEANS we no longer accept that separate classrooms, separate schools, and separate lives are in the best interest of any student. Separating people by ability disadvantages everyone. Belonging is a human need. Our educational system, practices, and spaces, need to be reimagined.

Inclusive System Change Path

Milestone 1: Do we understand why inclusive education is the way?

Milestone 2: Have we seen our system through an equity lens?

Milestone 3: Do we have a clear public vision for inclusion and understanding of the needed system level changes?

Milestone 4: How can we realign existing service delivery structures to inclusive school structures?

Milestone 5: How can we reimagine schedules and collaborative staff roles?

Milestone 6: Do our educators use powerful inclusive classroom practices?

Milestone 7: How can we provide on-going support for this new inclusive system?

INCLUSIVE EDUCATION REQUIRES STRUCTURAL AND INSTRUCTIONAL "INGREDIENTS"

1. **REDESIGN SYSTEMS AND STRUCTURES** that center and value our human diversity, foster strong relationships, & create a true sense of belonging between and among us

2. **PRIORITIZE HIRING** diverse and inclusive-minded leaders, creative and compassionate educators, and skillful paraprofessionals

3. **ELIMINATE BARRIERS** to students' access, participation, and learning by abandoning inequitable practices, policies, and procedures

4. **CREATE WELCOMING SPACES** where students' multiple identities are seen and celebrated

5. **CO-TEACH AND COLLABORATE EFFECTIVELY** by sharing instructional roles, designing authentic lessons, and generating joy filled learning experiences

6. **PARTNER WITH FAMILIES** to incorporate their dreams for their children

7. **DIFFERENTIATE TO CREATE ACCESS POINTS** that allow students to engage in meaningful experiences, share their thoughts and ideas, and demonstrate their competence

8. **PROVIDE ADDITIONAL SUPPORT** and enrichment for ALL - continuously and seamlessly - when and where students need it

9. **UTILIZE CHALLENGING BEHAVIORS** as an opportunity to create warm and safe relationships, reduce stressors, soothe systems, and nurture students' well-being

Inclusive Structural and Instructional Practices
Self-Assessment

Directions

Step 1: Print (click here to download pdf) **or make** a copy of this DRIVE document.

Step 2: Complete the self-assessment - Administrators and/or coaches rate your staff overall. Teachers and related service Providers, rate yourself overall on a scale of 0-5.

- 0= no, not at all, never
- 3= sometimes, moderately, or inconsistently
- 5= yes, always, or strongly

Step 3: Reflect upon your ratings and what this means for identifying strengths, priorities, and needs. Engage in deeper reflection by using the guiding questions from all or some of the Inclusive System Change Path milestones (there are 7).

Step 4: Share results with other decision-makers and identify goals and your next action step. At a minimum determine what you will accomplish as it relates to inclusive education in the next year, 3 months, within the next 30 days?

Self-Assessment Key

Beliefs - Does your staff (or do you) hold this to be an important belief?

Skills - Does your staff (or do you) have the skills to implement this practice or idea?

System - Does the larger school district or system support the implementation of this practice or idea?

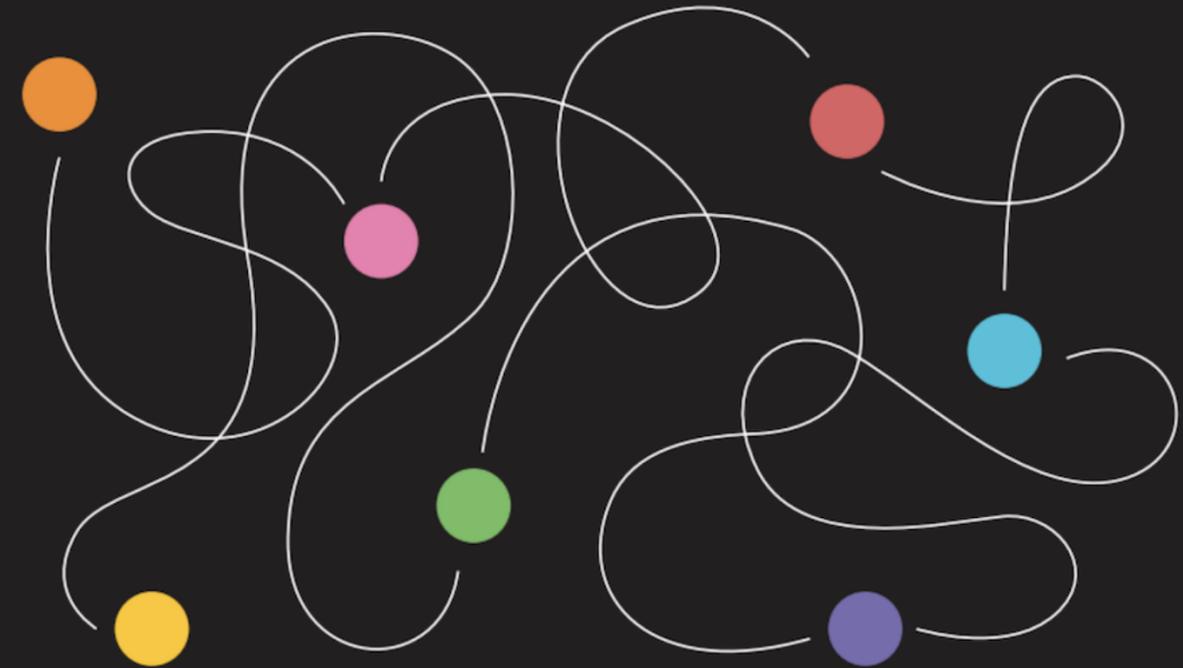**Notes -** Add notes in the notes column to give more detail about your ratings.

READ ALONG

What is Inclusion

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the way to
inclusion
How Leaders Create Schools
Where Every Student Belongs

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A P P L I C A T I O N

① If you are new to our definition of IE
- Read the definition of inclusive education
- Take 2-3 minutes to reflect on what it means to you
  - How does the definition align with your values and beliefs about teaching and learning?
    - What did you notice about the definition?
    - What do you think are the most important principles of inclusive education?
    - How can we create more inclusive classrooms and schools?

② If you are somewhat new to the definition
- Watch – I Think There's Been a Mistake (link on your dashboard)
- Compare and contrast with the definition of inclusive education
  - Where is there overlap?
  - How do they relate?
  - How can you use these resources going forward?

③ If you are very familiar with the definition
- Create your own definition – you might even think ahead one year, or even five years. What does a more inclusive system look and feel like?
- After writing a definition, consider what changes in current practices will have to evolve for your school system and everyone in it.
- Where does your definition overlap with existing vision statements, missions, policies, and/or our definition?