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Inclusive Practices Framework



<p>Establish the Need for Change</p>	<p>Schools need to recognize there is a crucial need for change. This need is evident by reviewing current data and by identifying learning gaps among all students.</p> <p>There is need for change when evidence presents that schools are NOT practicing these principles/elements:</p> <ul style="list-style-type: none"> • A belief that <u>all</u> students have the potential to learn and grow • All students "belong" and should be made to feel they "belong" in all curricular activities and those extra-curricular activities the student may choose to participate in. • Staff have the ability to respond to the cultural and/or socio-economic needs of the students. • Good teaching practice respects each student, not as a member of a group that is defined by someone else, but as an individual. • Staff have the ability to support positive behavior in and out of the classroom • Having high but realistic expectations for each student, based on the student's strengths and challenges. • Developing appropriate learning goals, related to those expectations that the student finds useful and interesting. • The modification of curriculum and activities includes all students.
<p>Gather a Guiding Team</p>	<p>In forming a team, it is important to engage the right key stakeholders in the change process, including those who:</p> <ul style="list-style-type: none"> • Are on board with the vision to create an inclusive educational environment • Have the authority and expertise to make and implement decisions • Have established credibility among their colleagues • Have demonstrated leadership in the school <p>Who are the Participants in the Process?</p> <p><u>Administrators:</u> Principal, assistant principal, school counselor, department heads</p> <p><u>Educators:</u> Teachers (primary & secondary), paraprofessionals, related services staff</p> <p><u>Families:</u> Students and their parents/guardians</p>
<p>Create a Vision</p>	<p>Creating an inclusive vision first requires the school to clarify the purpose of the vision. It is important to be clear about what is to be accomplished. For example, the purpose might be described as "improving the inclusiveness of our school."</p> <p>Start by considering the following:</p> <ul style="list-style-type: none"> • What is an inclusive school and what principles/elements contribute to an inclusive school? • Complete a self-assessment of the school's inclusive attitudes, practices, policies, and procedures.



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<p>Create a Vision, cont.</p>	<ul style="list-style-type: none">• Take time to reflect, individually and as a team, to examine and challenge underlying assumptions, beliefs, and values that influence adult actions and behavior.• Develop principles and elements that will guide the process.• Focus on the present; avoid getting bogged down in the past.• Provide opportunities for stakeholders to raise, debate, clarify, and resolve issues related to inclusion.• Ensure that the action plan is manageable.• Be transparent. Encourage open and honest dialogue.• Determine next steps for your school. <p>Next Steps:</p> <ul style="list-style-type: none">• Once there is vision, it should be written down and communicated to all stakeholders. The vision should be clear and state specific expectations so that everyone understands their role in implementing the vision.
<p>Share the Vision</p>	<ul style="list-style-type: none">• Develop a plan for communicating the vision. Create opportunities with faculty, staff, families, and the community to gain support and buy-in.• Establishing a shared sense of the desired future can motivate and coordinate stakeholders toward transformative action.• When sharing vision, be sure to articulate the key principles and elements.
<p>Take Action</p>	<p>School leaders can empower educators to take action by being aware of, and removing, as many barriers to implementation as possible.</p> <ul style="list-style-type: none">• The process begins by using self-assessment tools to evaluate current levels of inclusiveness and identify strengths and opportunities for growth.• Once a baseline has been established, the team can identify priorities for action and move on to construct an action plan.• The action plan must include:<ol style="list-style-type: none">a. Measurable objectivesb. Actionable tasks or steps to achieve each objectivec. Data collection methodsd. Criteria for evaluatione. Timeline for achieving each objectivef. Person(s) responsible for overseeing each objective



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<p>Secure Small Wins</p>	<ul style="list-style-type: none"> • Small wins that are consistent with the vision of creating an inclusive school environment can be stepping-stones to greater opportunities and success. • Small wins validate and encourage educators’ efforts and maintain a level of urgency to attain goals. • Monitoring progress and making success observable, teams focus on goals that can be accomplished in three to six months. • Producing small wins helps the guiding team test its vision against concrete conditions and undermines the effects of pessimists and resisters of the team’s efforts.
<p>Reflect, Analyze, and Adjust</p>	<ul style="list-style-type: none"> • Schedule specific dates to check-in on progress. • Leadership team needs to reflect celebrations, barriers, and challenges uses this information to adjust the plan for improvement. • The team also begins to expand by recruiting more champion stakeholders. • Providing professional learning opportunities to new stakeholders and staff. • It is critical to design targeted development activities for each stakeholder group. • Use of this model like the example below to assist team in identifying and delivering the most appropriate professional learning activities. • Example Model <ol style="list-style-type: none"> a. Stage 0/Awareness – Very small level of involvement. This level includes staff members who possess minimal of inclusion. b. Stage 1/Informational – General awareness and interest, but still relatively uninvolved. Staff members at this level recognize that inclusive practices are occurring in the building or district, but they are unaware that inclusion will impact their environment or practices. c. Stage 2/Personal – Beginning to consider the personal impact of the innovation. Staff member are beginning to recognize that students with disabilities will be assigned to their classrooms. d. Stage 3/Management – Concern focuses on efficient and effective methodologies. Staff members’ class lists include several students with disabilities. As a result, they are committed to learn the most effective practices for teaching exceptional learners.
<p>Set the Norm!</p>	<ul style="list-style-type: none"> • Teams ensure changes are incorporated into documents that guide the school’s processes and procedures. <ul style="list-style-type: none"> ○ E.g., school improvement plans, teacher and principal evaluations, school, parent, and student handbooks, websites, brochures • Cultural change is more likely to occur when positive results are achieved. • Be patient: Change is a journey and takes time.