**Challenge**

- **Media:** This year is the first year that Wilbur Middle School is being held accountable for all of its students standardized test scores. Principal Yolanda Flores needs to find a way of bringing the test scores of her special needs students up. Fortunately, she is not alone (movie)

**Initial Thoughts**

- What are your reactions to the suggested strategies that came up in the meeting?
- What are the first steps that Ms. Flores, the school principal, and the School Improvement Team should take to support students with disabilities throughout the school system?
- What strategies can the School Improvement Team implement to help obtain their goal for improving test scores for students with disabilities by 10%?

**Perspectives and Resources**

- Module Objectives (box)
  - After reviewing the Perspectives and Resources section and completing the accompanying activities, you should be able to:
    - Identify the principal’s role in supporting collaborative practices among the school and community
    - Demonstrate awareness of the principal’s role in monitoring student’s academic achievement and in promoting effective school practices

**Page 1: Assume Collective Responsibility for All Students**

- Beacons of Excellence schools (box with bulleted list)
- Criteria for Beacon of Excellence schools (bulleted list)
- Collective responsibility is achieved when school leaders... (bulleted list)

**Page 2: Promote Collaboration Between Teachers and Principals**

- Research on Beacons of Excellence schools shows several key ways that principals and teachers collaborate (bulleted list)
- Benefits to Staff and Students (box with bulleted list)
- Beacons of Excellence (box)

**Page 3: Encourage Collaboration Among Teachers**

- Collaboration in class
- Collaboration outside of class (bulleted list)
- Benefits to Staff and Students (box with bulleted list)
- Some of the ways principals can encourage collaboration among teachers are... (bulleted list)
- **Media:** John Calton describes some of the ways he helps teachers work collaboratively in his elementary school (audio)
• Media: Janet Polsteen talks about teaching collaboratively in an inclusive classroom and principal supports (audio)
• Media: Brenda Flowers talks about teaching collaboratively in an inclusive classroom and principal supports (audio)
• Beacons of Excellence (box)

Page 4: Support Collaboration Between School Staff and Parents
• Principals can... (bulleted list)
• Parents can... (bulleted list)
• Media: Donna Reels talks about the importance of school personnel identifying with a parent’s dream (audio)
• Benefits to Staff and Students (box with bulleted list)

Page 5: Ensure Shared High Expectations
• Examples of what happens when a school’s staff has high expectations for all students (bulleted list)
• To achieve high results with their school, principals and teachers... (bulleted list)
• Benefits to Staff and Students (box with bulleted list)
• Media: Maggie McLaughlin describes how special education impacts the general education curriculum based on the individual needs of students with disabilities (movie)

Page 6: Make Decisions About Accommodations
• Teachers...(bulleted list)
• Parents... (bulleted list)
• Students... (bulleted list)
• IEP teams... (bulleted list)
• Media: Maggie McLaughlin describes some of the decisions that must be made by IEP teams (audio)
• Activity: View the links and review Roberta’s case (box with links)
  o Link: Try Your Skill: Roberta’s Case
  o Link: Decisions and Explanations of Roberta’s Case

Page 7: Implement Test Situations
• Tips for Implementation (bulleted list)
  o Link: Checklist (PDF)
  o Help students prepare for test (bulleted list)
• Media: Virginia Richardson explains how teachers can guide parents as they help their students to prepare for the “big test” (audio)

Page 8: Monitor the Data
• Thurlow, Elliott, and Ysseldyke (2003) list eight important items principals should know about the data report for a particular test (box with numbered list)
• Link: IRIS Module Accountability: High-Stakes Testing for Students with Disabilities
• The IRIS Module Accountability: High-Stakes Testing for Students with Disabilities suggests to... (bulleted list)
Page 9: Use Data to Guide Decisions

• **Link:** IRIS Module *Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities*

• Principals should look for obvious problem areas (bulleted list)

• **Activity:** Find results from a recent assessment in your school district (or another district, if necessary) based on the eight items listed on the previous page (box)

• Principals should make sure that inclusive assessment practices are being implemented carefully at their schools by... (bulleted list)

Page 10: Evaluate the Plan Regularly

• Information to collect regularly (bulleted list)

• **Activity:** Re-examine the data you collected for the activity on Page 9 (box)

Page 11: References, Additional Resources, and Information

• References

• Additional Resources and Information

Assessment

• “Please complete the items below” (questions)

Wrap up

• **Media:** Representatives from a school community provide a brief summary of the key points of effective school practices (movie)

• Reflections on Initial Thoughts (box)