

Creating an Inclusive School Environment: A Model for School Leaders

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module offers a general overview of the concepts that principals should consider when creating inclusive schools (est. completion time: 2 hours).
- *STAR Legacy Cycle*
- Related to This Module
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- Video: My name is Gina Lawrence, and I'm the principal of Central Middle School. In the time I've been in this role, our school has made a lot of progress: We've increased our test scores, improved our attendance rates, and added technology in our classrooms. But yesterday something happened that opened my eyes to a problem I'd never recognized.

Notes

Initial Thoughts

- What is inclusion and why is it important?
- What model can school leaders use to guide the change necessary for creating inclusive school environments?
- How can school leaders prepare for the changes required to create inclusive school environments?
- How can school leaders implement changes that result in inclusive school environments?
- How can school leaders sustain the positive efforts toward creating inclusive school environments?

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
 - Understand the concept of inclusion and why it is important
 - Possess the knowledge required to lead the change to create an inclusive school environment
 - Understand how to create a climate for inclusion
 - Recognize how to sustain an inclusive school environment
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: What Is Inclusion?

- Video: Learn more about inclusive school environments
- Did You Know?
- Audio: Cynthia Alexander describes some of the aspects of inclusive schools
- Audio: Brenda Williams describes some of the aspects of inclusive schools
- For Your Information
 - Link: integration [definition]
 - Link: mainstreaming [definition]
- Click on the drop-down menus to learn about benefits for stakeholders
 - Students with disabilities
 - Students without disabilities
 - Teachers and schools
 - Parents and the community
- Research Shows

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❖ Page 2: How Does Inclusion Differ from Traditional Instruction?

- Traditional v. Inclusive
 - Link: "some students"
 - Link: "some parents"
 - Link: Expanded version of the table
- Audio: Elaine Mulligan explains why inclusive schools are better than traditional ones and highlights some of the characteristics typical of an inclusive school
- For Your Information [bullet points]

Notes

❖ Page 3: Why Should School Environments Become Inclusive

- Legal Imperative
 - Link: Federal Legislation
- Professional Imperative
 - Link: Professional Standards
- Audio: Joseph Murphy discusses how professional standards reflect the role of the modern principal as an instructional leader rather than a manager
- Audio: John Nori discusses how professional standards reflect the role of the modern principal as an instructional leader rather than a manager
- Moral Imperative
 - Link: Box with quotations
- Expert Panel
 - Audio: Mel Riddle discusses the moral imperative related to creating an inclusive school environment
 - Audio: Jennie Scott discusses the moral imperative related to creating an inclusive school environment
 - Audio: Cynthia Alexander discusses the moral imperative related to creating an inclusive school environment

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❖ Page 4: Kotter's Model of Change

- Quotation
- Kotter's model of change
 - Link: The eight-step model
- For Your Information

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❖ Page 5: Establish a Sense of Urgency

- Recognize the need for change
 - Link: Present data
 - Three organizing questions
 - Link: Highlight current realities
 - Audio: Elaine Mulligan discusses two current realities faced by schools that often create a sense of urgency
 - Encourage self-reflection
 - Principals' questions for staff [bullet points]
- Barriers to creating a sense of urgency
 - Barriers may include... [bullet list]
 - Audio: Matt Montoya talks about the barriers he experienced trying to create urgency
- Research Shows... [bullet points]
- Myths and facts about inclusion [pull-down menus]
- Ms. Lawrence shares... [bullet points]
 - Link: Reading data for the last two years
 - Link: Discipline referral data for the last two years
- Link: Ms. Lawrence's informal survey
- Activity: It's your turn to practice establishing a sense of urgency for your school [numbered items]

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❖ Page 6: Form a Guiding Team

- Link: distributed leadership [definition]
- Box with quotation
- Engage the right people
 - For Your Information
- Ensure effective teamwork
 - Effective group process
 - Training
- Link: Ms. Lawrence's list of individuals to recruit
- Activity: Build a guiding team
 - Link: Blank form to help create the team

Notes

❖ Page 7: Create a Vision

- Link: Inclusive school characteristics
- Create vision statement
 - A good vision statement is... [bullet points]
 - Longview Middle School Vision Statement
 - Audio: Mel Riddle discusses why it is important for a school's vision statement to be clear and simple
- Determine Whether the Vision Can Be Measured
 - Longview Middle School: Monitoring the Vision Statement [bullet points]
- Link: Responses to Ms. Lawrence's vision statement
- Link: Central Middle School's evaluation table
- Activity: Use the tools to create an inclusive vision statement and show how you will measure it
 - Link: Create a vision statement
 - Link: Vision statement evaluation table

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❖ Page 8: Communicate the Vision

- Communicating To Gain Support
 - A communication plan involves strategies such as... [bullet points]
 - Link: Examples of tough questions
 - Quotation
- Evaluating stakeholder support
 - Link: Sample teacher survey about buy-in
- Audio: Elaine Mulligan discusses ways that the team can promote inclusion for those who do not initially buy in to the need for change
- Link: View the CMS communication plan
- Link: Learn how CMS will evaluate its communication plan
- Activity: Develop a communication plan [bullet points]

Notes

❖ Page 9: Enable Action

- Evaluate Current Level of Inclusiveness
 - Link: Quality indicators of an inclusive environment
- Identify priorities
 - Link: Learn how to perform an SWOT analysis
 - For Your Information [bullet points]
- Create an Action Plan
 - An action plan should include... [bullet points]
 - Link: Turn priorities into action
 - For Your Information [bullet points]
- Implement the Action Plan
 - Audio: Mel Riddle offers suggestions about how to begin implementing school change
- The team starts by examining available data... [bullet points]
- CMS's documents
 - Link: CMS Quality Indicators of an Inclusive Environment checklist
 - Link: CMS SWOT analysis
 - Link: CMS action plan
- Activity: Enable action [numbered items]

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❖ Page 10: Ensure Short-Term Wins

- To create short-term wins... [bullet points]
- Did You Know?
- Engage More People
 - Audio: Pearl Sims relates an experience she had when leading a school change and advises school leaders to recruit rather than ask for volunteers
- Make Progress Visible
- Reward Individuals
 - Rewards might include [bullet points]
- For Your Information
- Link: Provide teachers with common planning time
- Link: Utilize volunteers to increase opportunities for reading practice
- Activity: Choose two items from your action plan that you think will ensure short-term wins

Notes

❖ Page 11: Improve and Expand

- Refine Procedures
 - As part of their examination, the guiding team should... [bullet points]
- Build Leadership Capacity
 - Quotation
 - Audio: Mark Wilson talks about his own experience building leadership capacity
- For Your Information
- Link: Notes from CMS's guiding team meeting
- Activity: As a principal, how would you build leadership capacity among your staff to address the identified problem? How would this increased leadership capacity affect your change effort?

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❖ Page 12: Anchor the Changes

- Documents that guide the school's processes and procedures [bullet points]
- For Your Information
 - Link: recursive [definition]
- Link: CMS's checklist for ensuring long-term sustainability
- Activity: List at least three processes or procedures in which you would anchor your changes

Notes

❖ Page 13: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 14: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Video: Summary of the module
- Video: Mel Riddle discusses Kotter's eight-step model of change
- Quotations
- Three years after CMS began to make changes toward becoming more inclusive... [bullet points]

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- Revisit your Initial Thoughts responses

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Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

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You Have Completed This Module

- Give Us Your Feedback
 - Link: Module feedback survey form
- Professional Development Hours
 - Link: IRIS PD Options
- Related Resources [links]