



Creating an Inclusive School Environment: A Model for School Leaders

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 Concept 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.

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?

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



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❖ 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

❖ 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]

❖ 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 Riddile discusses the moral imperative related to creating an inclusive school environment
 - Audio: Jennie Scott discusses the moral imperative related to creating an inclusive



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school environment

- Audio: Cynthia Alexander discusses the moral imperative related to creating an inclusive school environment

❖ Page 4: Kotter's Model of Change

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

❖ 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]

❖ 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



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- Activity: Build a guiding team
 - Link: Blank form to help create the team

❖ 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 Riddile 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

❖ 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]

❖ 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]



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- Link: Turn priorities into action
- For Your Information [bullet points]
- Implement the Action Plan
 - Audio: Mel Riddile 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]

❖ 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

❖ 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?

❖ Page 12: Anchor the Changes



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- 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

❖ Page 13: References & Additional Resources

- References
- Additional Resources

❖ Page 10: Credits

- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Video: Mel Riddile discusses Kotter's eight-step model of change
- Quotations
- Three years after CMS began to make changes toward becoming more inclusive... [bullet points]
- Reflection on Initial Thoughts

Assessment

- Complete the numbered questions

You Have Completed This Module

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