EPSE 509: ORGANIZATION OF SPECIAL EDUCATION SERVICES
LEADING INCLUSIVE EDUCATION

Summer, 2019

We would like to acknowledge that we will be gathered to learn together on the traditional, ancestral, and unceded territory of the Musqueam people.

This course builds on EPSE 565 to explore leadership that supports inclusive education from both an informal (i.e. collegial coaching, co-teaching, mentoring, etc.), and a formal perspective. The evolution of special/inclusive education and related policy and organizational structures are surveyed, and students explore models for leading inclusive classroom, school, or system level change in ways that empower them to contextualize current issues and serve as leaders / change agents into the future. Interactive opportunities will support learning in collaborative practice, facilitation, consultation, coaching and presentation skills.

This course will emphasize current practices and services that school districts use to foster inclusion. It will also examine the historical context of inclusion as part of the process of change. This course will examine approaches which school leadership/educational professional can effectively impact to create on-going opportunities for inclusive practices to accommodate our diverse student population.

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Office Hours: *By Appointment*

Classroom # TBA

PURPOSE

1. To deepen one's understandings of system change and leadership, role shifts in inclusive education, and the factors involved in sustainable change.
2. To develop leadership skills – presenting workshops, facilitating teachers planning, consulting skills, co-teaching.
3. To acquire a knowledge of services provided by a district to support inclusive practices through weekly presentations from guest presenters as well as group projects.

READINGS

Katz, J. (2012). Teaching to Diversity: The Three-Block Model of Universal Design for Learning. Winnipeg, MB: Portage & Main Press.

Katz, J. (2013). Resource Teachers: A Changing Role in the Three-Block Model of UDL. Winnipeg, MB: Portage & Main Press. (Selected Chapters).

Lipton, L., Wellman, B., & Humbard. (2003). Mentoring Matters: A practical guide to learning-focused relationships. Miravia Publishing. ISBN - 0–9665022-2-1

Leadership Standards for Principals and Vice-Principals in British Columbia (2016). Developed by the
BCPVPA Standards Committee—June 2016

ARTICLES

Boylan, M. (2016). Deepening system leadership: Teachers leading from below. *Educational Management Administration & Leadership, 44*(1), 57-72.

Conderman, G., Johnston-Rodriguez, S., & Hartman, P. (2009). Communicating and collaborating in co-taught classrooms. *TEACHING Exceptional Children Plus,5*(5), 17.

Cook, L. (1995). Co-teaching: guidelines for creating effective practices. *Focus on Exceptional Children, 28*(3), 1.

Garmston, R. & Zimmerman, D. (2013). The Collaborative Compact: operating principles lay the groundwork for successful group work. *learningforward.org. 34*(2), 10-16.

Garmston, R. (2004). Intervention methods keep the group on track. *National Staff Development Council 25(2)*.

Garmston, R. (2000). Glad you asked. *Journal of Staff Development, 21*(1), 73-75.

Hargreaves, A. (2007). The long and the short of educational change. *Education Canada, 47*(3), 16-23.

Hannant, B., Lim, E. L., & McAllum, R. (2010). A model of practice in special education: Dynamic Ecological Analysis (DEA). *Kairaranga, 11*(2), 28-32.

Van Keer, H. & Verhaeghe, J. P. (2005). Comparing two teacher development programs for innovating reading comprehension instruction with regard to teachers' experiences and student outcomes. *Teaching and Teacher Education, 21*, 543-562. doi:10.1016/j.tate.2005.03.002

Wellman, B. & Lipton, L. (2009). Learning-Focused Supervision: navigating difficult conversations. MiraVia LLC.

SUGGESTED READINGS

Couros, George (2015). The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity. David Burgess Consulting.

Gerver, Richard (2013). Change: Learn to love it, learn to lead it. Portfolio Penguin.

Hargreaves, Andy & Shirley, Dennis (2009). The Fourth Way: The inspiring future of educational change. Corwin.

Hargreaves, Andy & Michael Fullan (2012) Professional Capital: transforming teaching in every school. Teachers College Press.

Lencioni, Patrick (2012). The Five Dysfunctions of a Team. Pfeiffer.

Moore, Shelley (2017). One Without the Other. Portage & Main Press.

Other reading material will be provided to students during class

PRIVACY RIGHTS

Practical assignments that include information about students or samples of their work must respect the privacy rights of the people involved. To do this, block out all identifying information (such as the names, addresses, and phone numbers of students, educators, parents, schools, school divisions, etc.) or use pseudonyms. In addition, do not leave student work samples or other identifying materials in public places (e.g., forgotten at the copier or fax machine, in an open file on a desk or counter, etc.). In submitting assignments from a remote location (i.e., by mail, fax, e-mail, or through an intermediary), it is your responsibility to exercise due diligence to ensure the security of the submitted materials. In general, treat student work samples, test results, observational records, and other personal information with a high degree of professional discretion and an absolute respect for privacy.

ACADEMIC REGULATIONS

Changes in syllabus or coursework:
All planned course activities are tentative—the instructor reserves the right to modify course topics, readings, and assignments to promote student learning. All changes will be discussed in class and an updated course syllabus will be posted on Connect.

Common Courtesy:
Students are expected to show common courtesy, i.e., to display respectful and considerate behaviour toward classmates and the instructor. Common courtesy includes not talking with a classmate during a presentation by the course instructor, by a guest speaker, or by other student(s), and also includes responding respectfully to comments offered by other students in the class, working cooperatively with classmates during small group activities, and equally sharing in the completion of assignments or projects that are to be completed by a pair of students or by a small group of students.

Electronic Courtesy:
Given the common use of computers in the classroom, and also their misuse, the Special Education Area has generated a policy regarding the use of computers. You are requested to use electronic devices in a respectful manner. This means that your use of a personal computer in the classroom is solely for in-class work such as viewing a Power point presentation or class activity materials. Activities such as reading and replying to e-mail and web surfing are not acceptable activities during class. In addition to not attending to the class and its content, these activities are distracting to other students, similar to other forms of off-task behaviour by students. In addition, cell phones should be turned off during class. If you are waiting for an important phone call, please let the instructor know before the class has begun. When the call comes in, you are requested to take the call outside of the classroom. Use of one's computer for non-classroom activities will lead to one reminder to refrain from doing so. Continued use will lead to a request to leave the classroom.

Academic integrity:
Academic misconduct includes but is not limited to the following: submission of work for credit that is attributable in whole or in part to another person without appropriate citation and other acts that attempt to give an unfair advantage to a student. If academic misconduct is suspected or discovered, all appropriate steps will be taken in accordance with university regulations (e.g., "0" on the assignment, a "0" mark for the course in the course, referral to appropriate university officials). Students also are expected to submit new work completed in this class, not work from a previous class. If you have questions regarding this policy, please do not hesitate to contact the instructor. Accommodations and modifications: If students have a disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor as soon as possible. Even without a documented disability, students are encouraged to meet with the instructor early in the course to discuss concerns. Alternatively, there are two university webpages that provide resources and tips: www.grad.ubc.ca and http://students.ubc.ca/about/access .

ASSIGNMENTS

Assignment #1   In Class Activities

A variety of individual and small group activities will take place in response to concepts being discussed in the course. Assessment will be observational, and conference based, as well as product / portfolio based. Products will include:

1. A reflection journal (in any format, or mixed formats) to be turned in on the last class of each week and at the end of the course
2. A personal growth plan for developing consulting skills (can be part of the journal, or separate) An *observation rubric assessments:*

Students are expected to submit a learning log which allows for a personal response to the material examined in class and through the resources shared. Discuss critically but respectfully the current practices for special education in our schools—**Learning Log 20%. Due July 18**

Assignment #2   Position Papers

Choose 3 of the 6 discussion/position papers--(each 250-500 words): (i) How might the social (role expectations, personalities, prior knowledge) and material (policies, schedules, space, resources, district staff) be optimized to develop a more inclusive school and school district (ii) What are some pros and cons of full inclusion for students with low incidence designations? This question is not meant to argue whether we should have full inclusion; only to critically appraise the situation so that planning can be made to make improvements to current practices. (iii) What support services would you require to optimize the inclusive education service model for a school district (iv) What training of staff is required to implement full inclusion? Classroom teachers must be knowledgeable, resourceful and confident about working with all students to gain successful interpersonal and learning experiences in the classroom. (v) Find a colleague willing to partner with you. Design and co-teach a lesson or unit together. Reflect on how it went. Submit both an outline of what you did, and your reflection (vi) How would you implement change in as school where resistant to changing practices and changing culture is not readily happening? How would you assess readiness of staff? --**Discussion/Position papers --worth 15% each. Due July 5, 12 and 19**

Assignment #3   Plan for System Change

Present individually or in a group on: (a) issues related to the education of children with diverse needs (b) what services and supports are required to the success of the broad span of exceptionalities that children may have, and to the field of special education as it functions in British Columbia. (c) working with a partner/group, design a plan for building capacity in a case study school (d) present a model of change that would allow for more inclusive practices in a school--**Presentation—worth 25% Fridays July 5, 12, 19**

Attendance— full attendance is a mandatory requirement --**worth 10%**

EVALUATION

1. This is a learning community. As your classmates are relying on you for discussion, collaboration, and feedback, full attendance is **mandatory**. Marks may be deducted for non-attendance.
2. All assignments must be completed to receive a grade in this course, and all contribute to your demonstration of understanding.
3. As I am part of the community, and plan my time knowing when assignments are coming in, it is important that assignments are in at the time we have agreed on. All assignments need to be completed by the beginning of class on the dates agreed to. Late assignments will be penalized unless an extension has been granted **<u>prior</u>** to the due date. Assignments more than 48 hours late will not be accepted without prior arrangement.

ESSENTIAL UNDERSTANDINGS

1. **Inclusive Education, and UDL, are embedded in four principles or goals: Academic Inclusion, Social Inclusion, Meaningful Participation, and Meaningful Interactions.**
   a. Academic Inclusion involves providing ALL students with opportunities for cognitive challenge and growth, and opportunities for learning in interaction with diverse peers.
   b. Social Inclusion involves supporting all students to develop a positive sense of self-worth and belonging.
   c. Meaningful participation means that all students are given opportunities to play socially and academically valued roles in the life of the learning community.
   d. Meaningful interactions will mean all students are given opportunities to interact with diverse peers in ways that facilitate critical thinking and learning, perspective taking, self-worth, belonging, and respect for diverse others.

2. **Consulting skills are critical to systematic change and collegial professional development, growth, and implementation. Effective consultants operate from a depth of knowledge about the topic, educational and local context (e.g. grade level, rural vs. urban, etc.), and cultural influences, and have a range of consulting skills including peer coaching, presentation skills, and facilitation of PLC's.**
   a. Effective consultants do their homework. They know the topic, contexts, cultural influences, and likely barriers to adoption and implementation.
   b. Effective consultants know how to combine passion and compassion – that is, to inspire while understanding the perspectives and barriers faced by those they are supporting, and above all, recognize *they are there to support, to listen and not to judge*.
   c. Consultants play different roles – presenting to large groups, facilitating small groups, mentoring – and have to balance the ability to rupture assumptions and beliefs, create cognitive dissonance, and build self-efficacy and competency.

3. **The systematic educational structures that support inclusive learning communities fundamentally change our philosophy, curricula, and roles within schools, divisions, and ministries.**
   a. All policy, budgetary, and staffing decisions must be designed with the 4 principles / goals written above in mind.

b. The flow from policy, to administrative practice, to instructional practice, has to reflect the value of inclusion at every level and decision.

c. Curricula must be accessible, emphasize higher order thinking and essential understandings, and require differentiated instruction and assessment.

d. The roles of the resource teacher and classroom teacher blur, but do not completely assimilate. Both classroom and resource teachers work collaboratively to support students at all three tiers of intervention, with slightly different responsibilities.

e. Educational assistants are assigned to classrooms, not students, and are responsible for facilitating the engagement of all students.

f. Eco-behavioral assessment precedes individual assessment, and IEP's are designed to support students' success in their classrooms, not remediate.

TOPICS
Room_____ 10:30 to 1:00pm
July 2th to July 19th

July 2-5   The Theory – What are the deep underlying principles of inclusive education?

Visioning

1. Academic Inclusion, Social Inclusion, Meaningful Participation, Meaningful Interaction
   - Cognitive challenge & growth
   - Social learning
   - Belonging
   - Self-worth
2. Leadership Identity
   - Types and roles of leaders
   ** Read Katz (2013) chapter 1 & 2, Boylan 2016
   ** BCPVPA Standards

July 8-12   Effective Consulting for System Change

Being An Agent of Change

Effective Consulting
1. Personal and interactional characteristics of effective consultants
2. Consulting skills: Three C's and spiritual perspectives
3. "Elbow to Elbow" – the importance of co-teaching
4. Presentation skills
** Read Lipton & Wellman; Garmston (all), Cook, Conderman

July 15 -19 Large-Scale Change

System Change

1. Effective professional development

2. Sustainability and long-term change

3. CAST's model for implementation

** Read Hannant, Hargreaves; Van Keer & Verhaeghe
** Read Katz (2012) chapter 5 & 6

Systems & Structures: Looking Deeper into Block Three

Roles/RTI
1. How are the roles of school and divisional leaders, classroom teachers, resource teachers, educational assistants, students, and their families currently enacted?
2. How do these practices facilitate or create barriers to inclusive education?
3. What changes need to happen? (how are IEP's, assessment, etc. different?)

Policy
1. BC policy – how does it facilitate or create barriers to inclusive education?
2. What changes need to happen?

Curricula
1. New BC curricula - how does it facilitate or create barriers to inclusive education?
2. What changes need to happen?

Schedule of Instructors/Presenters:

July 2ʳᵈ to 3ᵗʰ: Selma and Doug, 4ᵗʰ to 5ᵗʰ Doug – guest speaker on July 5ᵗʰ: Renee Hock (Diversity Education including SOGI)-
July 8: Doug
July 9-11: Selma
July 12th: Selma and Doug – guest speakers-- Paula Foran (Mental Health)
July 15-16: Selma
July 17-18: Doug
July 19th: Selma and Doug
- guest speakers Allison Frers (Low incidence, language & behavior)
– guest speakers Miranda Winn and Miriam Schellenberg. (UIP model service delivery)

RUBRIC FOR EPSE 509

Beginning	Approaching Expectations	Meeting Expectations	Exceeding Expectations	Name(s)
Defines inclusion in terms of academic and social inclusion	Explains how Inclusive Education is embedded in four principles or goals: Academic Inclusion, Social Inclusion, Meaningful Participation, and Meaningful Interactions	Infers how current Instructional practices facilitate or form barriers to inclusive education as defined by these four goals	Proposes methods of removing barriers and facilitating inclusive education as defined by these four goals in terms of instructional practice	**Inclusion & UDL**
Identifies methods of professional development, connects PD to system change	Assesses why consulting skills are critical to systematic change and collegial professional development, growth, and implementation.	Analyzes critical elements of effective consultants, reflect on personal areas of strength and goals for growth	Creates a personal plan for developing consulting skills, is insightful	**Consulting Skills**
Understands that changes are needed in systematic structures to support inclusive education	Examines current education policy, curricula, and role definitions	Considers how systematic structures facilitate or create barriers to inclusive education in a variety of settings	Proposes systematic educational structures that will support inclusive education	**Systems & Structures**
Recognizes key elements of an inclusive school system	Identifies what teachers and schools need to begin implementation of UDL	Creates a plan / process to implement UDL within a variety of settings	Envisions a universally designed school or school system or district and creates a plan or process for getting there	**System Change**
D *60 – 69* *F* *Below 60*	*C+* *75-79* *C* *70-74*	*B+* *85-89* *B* *80-84*	*A+* *95-100* *A* *90-94*	*Mark*
Comments				

RUBRIC FOR PEER REVIEW

	Not Really	Somewhat / Occasionally	Yes, Thank You	Absolutely – Beyond My Expectations
I felt supported by the facilitator / mentor				
The facilitator / mentor helped build a sense of team or community				
The facilitator asked insightful and respectful questions that helped clarify or expand my thinking				
My thinking was challenged in respectful ways				
I developed my skills and knowledge				
Explanations were clear and helped me gain insight				

Comments

Facilitators Name:

My Name (optional):