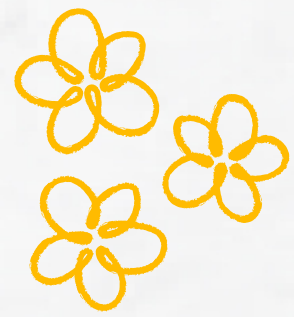


Journey to Inclusion

Our school story that led to Inclusive Practices and a changed mindset!

Dr. Taneka Tate
Mrs. Jennifer Scott





Today's Agenda

Greeting

Vision

Current Reality

Teacher Buy-in

Obstacles

Reflection

Resources



The Vision

Harlem, New York Rm. 3B

"Room 3B was full of students learning in different parts of the room using different media. It was obvious "magic" happening in the classroom." -

Dr. Tate





Our Current Reality:

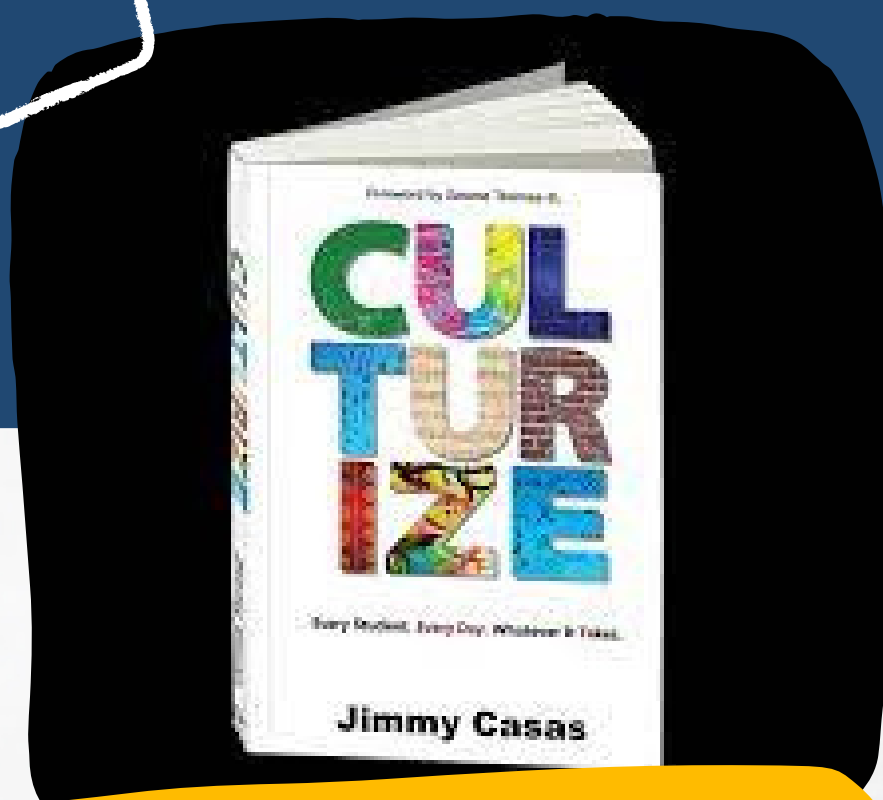
"Carnall was a singleton school with two Emotional Disturbed classrooms, a Moderate program (students whose IQ is below 60), two mild Self-Contained classrooms, and Resource (general education students that require Tier III services). This calculates to a 30% population of students with an IEP."



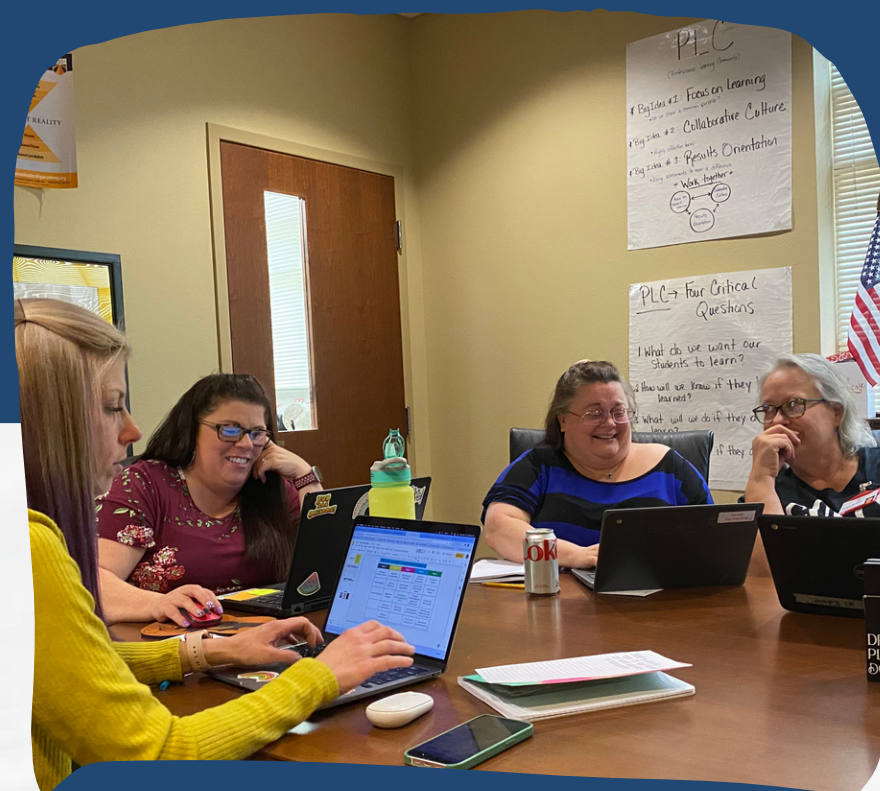
Teacher By-In



Role Professional development
and PLC had in supporting the
Inclusion dream.



School culture

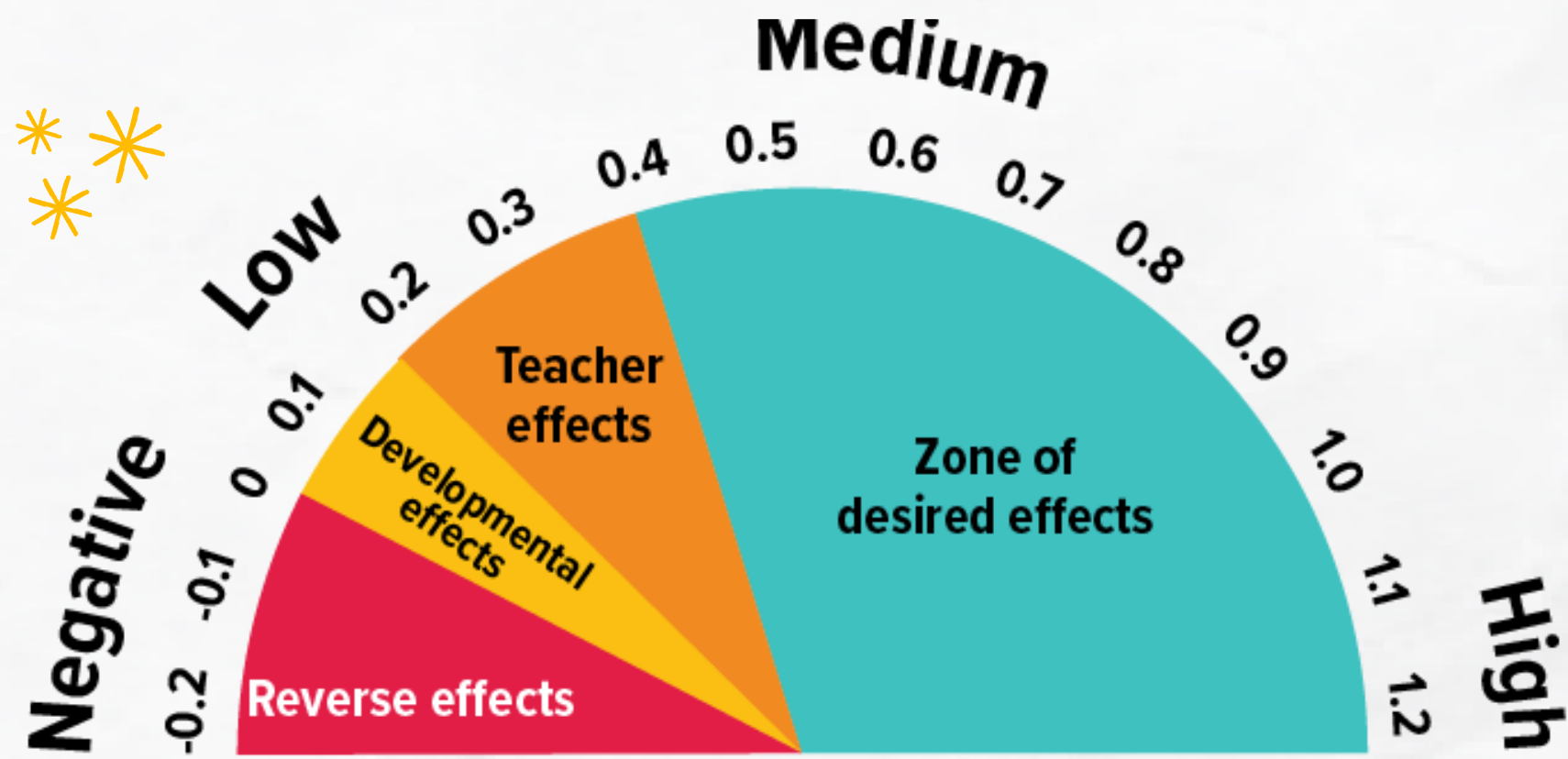


PLC Teams



Equipping teachers

Collective Efficacy



The hinge point: average effect size 0.4

Effect size: 1.23

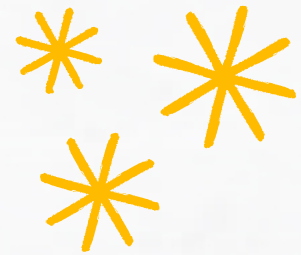
"How teachers collectively think about their impact and student progress is most relevant to the success for their students. Teachers' collective efficacy refers to the enhanced confidence to overcome any barriers and limitations and have the collective belief that all students in this school can gain more than a year's growth for a year's input."

-John Hattie

Collective Responsibility

"Teacher collaboration in strong professional learning communities improves the quality and equity of student learning, promotes discussions that are grounded in evidence and analysis rather than opinion, and fosters collective responsibility for student success."

-Milbrey W. McLaughlin & Joan E. Talbert





Obstacles



"Our rule was if you presented a Problem,
it must be accompanied by at least one solution."

- T. Tate



ABC's of working and learning!



Attendance

Behavior

Curriculum



Reflections



"The mission of the school is to ensure high levels of learning for all students, all students are entitled to participate in a system that guarantees they will receive extra time and support whenever they struggle. -Richard DuFour"

Thank You

#lovecarereserve

Feel free to contact us anytime!
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Resources



Friziellie, H., Schmidt, J. A., & Spiller, J. (2016). *Yes We Can!: General and Special Educators Collaborating in a Professional Learning Community*.

Hattie, J., & Zierer, K. (2017a). *10 Mindframes for Visible Learning: Teaching for Success*. Taylor & Francis.

Karten, T. J. (2021). *Inclusion strategies and interventions*. Solution Tree Press.

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