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# Roles and expectations in inclusion

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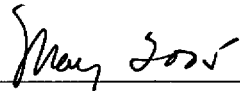ROLES AND EXPECTATIONS IN INCLUSION

by
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i

# ABSTRACT

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ROLES ANDEXPECTATIONS IN INCLSUSION
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The purpose of this study is to increase middle school teachers awareness and knowledge of the inclusion model. This study will include research, professional development workshops on inclusion, and evaluation surveys. Through the research and teacher input, further workshops will be designed o help both general and special education teachers involved in team-teaching. The subject sample used in this study was 80 middle schoolteachers from Evesham Township who were involved in inclusion. The procedures used were informal interviews in August 2004, staff development workshops based on the teachers needs, and evaluations and data from workshops. This study concluded that teacher communication, administrative support, and professional development opportunities are the keys to success for both teachers and students in inclusion.

# ACKNOWLEDGMENTS

I would like to thank everyone who helped me through this process. This thesis would not have been possible without the love and encouragement from my friends and family. I would especially like to thank my parents for always supporting me in everything I do. They have been my motivation and my role models. Lastly, I would like to thank the wonderful staff in Evehsam Township School District for all of their help and support throughout this process.

# TABLE OF CONTENTS

# CHAPTER 1
## Introduction

Focus of the Study

This study was geared towards any middle school teacher who is involved in the inclusion model and was never properly in-serviced on what it actually is. With the number of students being classified each year and having classified students put into the Least Restrictive Environment, inclusion is a movement that will continue to grow. This study helped those who are reluctant to team-reach or who have had a bad experience find out exactly what inclusion is and how to make it work. They also learned some of the benefits of inclusion when it is properly implemented.

Purpose of the Study

The purpose of this study was to evaluate how inclusion is working in Evesham Township's two middle schools and then to educate the teachers on how to make inclusion work better using an action research design. The intern researched the roles and responsibilities of middle school inclusion teachers and the general education teachers that teach with them. Through research and surveys, the intern held a variety of workshops for teachers that team-teach together. The workshops focused on various topics such as team building, modeling how inclusion should look, the roles and responsibilities of each teacher, planning, and grading. These workshops were offered to middle school teachers in Evesham Township School District who are involved in inclusion, which is defined as an approach whereby students with disabilities or at risk receive all instruction in a general education setting with special education support services.

Definitions

*Accommodations* supports or services provided to help a student access the general curriculum and validly demonstrate learning.

*Adaptations* any procedure intended to meet an educational situation with respect to individual differences in ability or purpose.

*General Curriculum* the standards and benchmarks adopted by a Local Education Agency or schools within the LEA that applies to all children. It is applicable to children with disabilities as well as non-disabled children and related to the content of the curriculum and not in the setting in which it is used. It is the basis of planning instruction for all students.

*Inclusion* an approach whereby students with disabilities or at risk receive all instruction in a general education setting with special education support services.

*Individualized Education Plan (IEP)* a written statement for a child with a disability that is developed, reviewed, and revised. The law requires that a program be developed and implemented that takes into account the student's present levels of performance; annual goals, short-term instructional objectives; related services; percent of time in general education; timeline for special education services; and an annual evaluation.

*Least Restrictive Environment* to the maximum extent appropriate, children with disabilities are educated with their non-disabled peers.

*Modifications* changes made to the content and performance expectations for students.

Limitations of the Study

The limitations of this study are that it took place in one k-8 school district and only focused on inclusion in the middle schools. There are only two middle schools in Evesham Township and this study did not focus on the seven elementary schools in the district. Time is also a factor due to the fact that it takes longer than one year to establish a really good co-teaching relationship. Another problem was the fact that inclusion teams are constantly changing for a variety of reasons but the relationship must start from the beginning each time two new teachers must work together.

Setting of the Study

This study was conducted in Evesham Township School District, a K-8 district in Evesham, New Jersey. There are seven elementary schools and two middle schools in the district. This study focused on the two middle schools only. At Marlton Middle School alone, there are over 1100 students and 100 staff members. Marlton Middle is a large school where a bulk of the study will be taking place. Both middle schools are divided up into houses. Each house has its own vice-principal, guidance counselor, and secretary. Each house consists of a sixth, seventh, and eighth grades.

The average years of teaching experience in the district as 2003, was 23 years. 45.5 % of the faculty has at least a BA/BS and 54.5% have a MA/MS. The average student/faculty ratio as of 2003-04 was 12.1. Only 9.3% of the students were suspended in 2003 and 0 were expuled. The percentage of students with IEP'S is 16.2% in Marlton Middle School alone. 98.1% of the students speak English in Evesham School District. 95% of the classrooms have Internet access and the average class size is around 26 students.

Evesham's middle schools have very detailed curriculum. They use Reader's and Writer's Workshop to make reading and writing meaningful while providing lifetime skills. Based upon the GEPA scores, 10.4% of the students are advanced proficient, 80% are proficient, and only 9.6% are partially proficient. The scores in math showed that 28.3% were advanced proficient, 52.2% were proficient, and 19.5 were partially proficient. According to the GEPA science scores, 35.3 were advanced proficient, 55.9 were proficient, and 8.9 were partially proficient.

Technology is another vital aspect to the district, Marlton Middle School alone has three computer labs, and a library media center. The middle schools offer many electives such as Family and Consumer Science, Technology, Transportation, Art, and a Graphic Design course. Also, they offer high school programs such as Algebra and Geometry. 90% of Marlton Middle School's students are involved in an extra-curricular activity. Many sports are offered as well as competitive clubs such as Battle of the Books, Stock Market Club, Chess Club, Logica, and Cognetics.

The Community of Evesham is located in Burlington County. As of the 2000 census, the total population was 42,275. 91.26% of the population are white, 3.11% are African American, 4.07% Asian, 0.07% Native American, 1.96% Hispanic, and 0.48% from other races. There are 15,712 households out of which 38.2% have children under the age of 18 living with them. The average family size is 3.21. The median income in the township is $67,010. The township has a total area of 76.9 km squared or 29.7 miles squared. From 1987 to 2004, 10 budgets were approved and 8 were rejected.

Significance of Study

This project made a huge impact on the teachers and students in the inclusion classes. This has become the large majority at the middle schools in Evesham Township School District. This study clearly defined what inclusion is, how it works, why it is beneficial, and defined the roles of each teacher. Also it educated the general education teachers on special education laws that must be adhered to. There was a large amount of research on inclusion that was significant to this study. This research was analyzed and passed on to the staff.

Interstate School Leaders Licensure Consortium (ISLLC)

The practice of inclusion related primarily to two of the ISLLC Standards. Standard One states that" A school administrator is an education leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community." If a school administrator has a vision of inclusion and how it should look, it needs to be conveyed to the community so that everyone is on board. This standard also addresses the need for effective communication, which is crucial for the co-teaching model to work.

Standard Two states that " A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth." The two key points in this standard are advocating student learning for all children and staff professional growth. The staff must be educated and have opportunities to improve in order for inclusion to work. This standard really sets the tone for the basis of this study.

## Organization of Study

"The rest of this study was organized in the following way, chapter 2 the review of the literature, chapter 3 the design of the study, chapter 4 the presentation of data, chapter 5 conclusions, implications, and further study."

# CHAPTER 2
## Review of the Literature

"Inclusion is based on the belief that people/adults work in inclusive communities, work with people of different races, religions, aspirations, and disabilities. In the same vein, children of all ages should learn and grow in environments that resemble the environments that they will eventually work in."(Etscheidt, 1999) This is just one of the philosophies behind the movement in special education known as inclusion. Inclusion can be easily defined as, meeting the needs of students with disabilities within the confines of general education. These students who are disabled or at risk receive all of their instruction in a general education setting with support services that come to them. This practice of inclusion was adopted because of the Individuals with Disabilities Education Act (**IDEA**) in which the idea of putting students in the Least Restrictive Environment (**LRE**) came about. Without a solid understanding of IDEA, principals cannot administrate special education programs effectively." "Special Education presents one of the major challenges facing school leaders" and "Research suggests that the principal's role is pivotal in the special education process; however, few school leaders are prepared for this responsibility."(DiPaola, 2003)

Before a school district implements inclusion, it is important for everyone in the school community to understand the legal aspects of it. Inclusion and any other special education program simply will not work without a clear understanding of the legal requirements and court cases involved. IDEA was once referred to as the Education for All Handicapped Children Act but since then many amendments have been made to. It states that "Each state must establish procedures to assure that, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled,

and that special education, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."(Etscheidt, 1999) Another amendment to this case is that general education teachers are now involved the development of a child's Individualized Education Plan or IEP. This is another major reason why everyone in the school community needs to understand the legal issues surrounding special education because the responsibility is not just with the special education teacher anymore.

"Least Restrictive Environment has been the term most often used in the United States to describe a process by which students with disabilities are to be placed in educational settings that are consistent with their individual educational needs. The intent of LRE is to educate students with disabilities with their non-disabled peers to the maximum extent appropriate."(Hardman, 1996) The idea of inclusion is the practice most commonly used today as a result of placing children in the LRE. The beliefs of inclusion are based on the fact that "all children can learn, all children attend age-appropriate classrooms in their local schools, all students participate in co-curricular and extra-curricular activities, all students receive a curriculum related to their needs, and most importantly that all children benefit from cooperation and collaboration among home, school, and community."(Department of Education, 1994) With these beliefs in mind, administrators must find ways to make inclusion work within their school. It is a big task and they must hold high expectations for educational personnel and promote innovative inclusionary practices.

Inclusion is now more important than ever not just because of the legal requirements of IDEA but also with the No Child Left Behind Act or NCLB. One aspect of this act "requires testing of students with needed modifications so that few are excluded. The results are to be made public as part of the school district's report to parents and community."(Lipsky, 2003) This statement worries school districts because now those special education students are not exempt from the statewide tests, they could be considered a failing district since all the scores are reported. Whether the district agrees with it or not, it is a legal requirement and inclusion is one of the greatest ways to have higher test scores and to help prepare all student for the testing. "The basic redesign of special education is a service, not a place or program to which students are sent. The systematic goal is to transform the district into a unified educational system."(2003)

In order to have success in implementing inclusion, the district must make some major changes. Such changes include organization, budgeting, staffing, and classroom practices. Programs, procedures, and services must be adapted to fit the new school philosophy. "For many school principals, the logistics of setting up inclusive classrooms is the biggest obstacle to success. The number of special education teachers often is the determining factor in school's approach to inclusion. The small number of specially qualified teachers and the fact that they must work their schedules around literacy blocks, lunchtimes, and other set schedules forces many schools to group special needs students rather than to spread them out evenly among all the classrooms."(Hopkins, 2004)

One of the first steps a principal will need to undergo in this process is to fully understand the problems and concerns of inclusion in research and among their staff. It is very likely that the concerns will be the same. Some of the major questions and concerns

of inclusion are grading, role of teachers and paraprofessionals, addressing emotional and behavioral needs, physical education classes, class size, schedules, non-willing teachers, and funding. Since inclusion is a fairly new concept and the movement towards it continues to grow, it is only natural that many problems and concerns exist. It becomes the job of the school administrators and building principals to address these concerns before or as they happen. If these concerns are addressed before implementation, fewer problems will exist and the staff will know how to handle them if they do arise.

The main question remains, how does a principal successfully implement inclusion in their school and get their staff on board? Before this question is addressed it is crucial for a principal to understand that it is their role to create a positive school culture that will meet the needs of **all** students and promote success for them as well as the staff. It is up to the principal to ensure that the school and community have a shared vision on special education and work together to improve it.

The goal of inclusion and education in general is to help students to succeed in the real world. For this goal is to be achieved, especially for special education students, the principal must develop a school culture conducive to learning and making inclusion work. "A strong leadership role must be played by the principal. Providing adequate resources, opportunities for collaboration, staff development, planning time, appropriate supplies, and information are all avenues whereby the principal can help inclusion work."(Rodriguez, 2002)

In one study, middle school teachers and principals were interviewed on their views and concerns of inclusion. The research was carefully gathered and focused on four separate questions dealing with inclusion. The questions focused on the degree of change

needed for this movement to work and the helpful and harmful affects of inclusion. The authors concluded that there was a lot of support for the inclusion movement and need for "collaborative strategies, provisions for staff training, and shared planning time." A huge concern shared by all was the behavioral expectations in a regular education classroom that included special education students. After the conclusions were made, some questions still existed. For example, "how to implement inclusive education in ways that are both feasible and effective in ensuring school success for all students, especially those with special needs." (Tanner, 1996) The literature reviews done by the authors of this survey emphasized the principal as the "pivotal change agent in school reform. One author stated that effective principals make no distinction between the expectations set for special and general education students, staff, and programs." (1996)

In order to get everyone on board with inclusion, staff training is key. This is the basis of this research study. "Staff training, continuing education, and ongoing professional development opportunities will be necessary. Administrators can support teachers in inclusive settings by providing inservice training that addresses teacher-identified needs; employing competent personnel to deliver the training, offering incentives to educators to participate, using a variety of methods, and coordinating the training with other districts or institutions."( Idol & West, 1987) If the staff members are educated on inclusion and are able to voice their concerns in a constructive way, then teaching in an inclusive setting has a better chance at success.

In another article, elementary school principals and teachers were interviewed and came to the same conclusions that "elementary school principals were responsible for getting access to resources, in-service training, new information, and for handling

11

logistics and setting a positive tone in the building." (Brotherson, 2001) Teachers in the survey reported that they were frustrated with inclusion due to the perceived lack of administrative support. If the staff feels that the administration is not behind a certain practice, especially inclusion, it can never fully work. Administrators are the key players in educational change within their schools. Some of the research done examined administrative support more specifically related to inclusion. The research concluded, "administrative support contributed to positive relationships among adults who were implementing inclusion. Administrative support included listening to the concerns of staff members, showing confidence in their abilities, and allocating resources for teaching planning time and training."(2001) Each article on administrative practices and inclusion all come to the same conclusions, most importantly a shared vision and a positive school culture.

Research suggests a number of ways to help inclusion run smoothly. The first pitfall addressed was grading and planning. Most importantly, it is crucial for a principal to give their teacher's common planning time. This way common practice can be formed. Through this team-planning time, a grading system that meets each student's needs could be formed. This will make sure that students are more likely to meet the expectations. "A principal who efficiently creates a master schedule to include time for collaboration among staff members maximizes communication and provides a higher level of service to special education students. If staff members don't have time to share information about student's special needs, they will quickly become disenchanted with "inclusion" and will see it as "dumping." (Rodriguez, 2002)

Another important way for school leaders to address and implement inclusion in their schools is to involve parents, the community, and utilize the resources available. Staff and parents **must** be educated on special education topics, law, and implementation into a regular education classroom. Teachers and parents must be on board to make it a successful program. Principals need to provide teachers with training, in-services, and opportunities to observe an inclusion setting. If these opportunities are given, inclusion has a much better chance for success. However, surveys of school principals found that this becomes a problem due to the lack of funding and time. "One principal summed this up when she said, 'One of the best things I think you can do is have teachers go to other school districts and take a look at their programs!' A barrier that several principals discussed was the need for money to hire substitutes and then find good substitutes so those teachers could get out of their buildings." (Brotherson, 2001)

Support from parents and the community play important parts in the successful implementation of inclusion. Administrators need to provide opportunities for family members to help plan programs and services and to offer input into decisions and implementation procedures. It is also important to involve them to evaluate if new needs have emerged, whether priorities need to be altered, and whether equity is pursued. One school in New Brunswick school is a great example of how successful inclusion can be. The major reason for this was the collaboration of administrators, staff, parents, and the community. The parents and communities concerns were taken into consideration along with the needs of the staff. "The majority of parents in our area are supportive of the inclusive education program. Parents of students previously separated from their peers, tell of their children being happier, talking more, being interested in activity and

interaction, and in general loving school. They tell stories of the impact of inclusion on their total family, and the motivation provided by their children having relationships with their peers."(Porter, 1996)

An additional reason that this school made such an exemplary transition to inclusion was due to the fact that the school leaders had an understanding of the principles of inclusion and how it should work. Teachers and administrators have the capacity to make it work or see it fail, depending on their attitude and understanding toward inclusion. This school for the first time had to include a hearing impaired student. The teachers and administrators responded well to the challenge and were called upon to maximize their knowledge experience and personal beliefs about education. They had the vision that inclusion could benefit the entire community and general education population, not just disabled students. The end result was that "the students who were included developed a broader range of socially appropriate behavior, they have increased their language skills, and they have met and surpassed academic goals." "The benefits of inclusion for non-disabled students have been seen as well. As learners they now have access to services and supports that were previously exclusive to segregated schools and special education classes that resulted. Individual needs are now receiving more attention by teachers and administrators. Multi-level instruction is providing them with benefits just as it is the students with learning problems."(Porter, 1996) The fact that the educational leaders of this school had a positive attitude towards inclusion and took the time to research it is the main reason it was so successful. Without the hard work they did to implement the program, it would have failed miserably. It is important for

administrators to know that to put a program into place like inclusion, a cooperative effort between the teachers, parents, and community must take place.

In an interview with a Kansas school principal, she explained her vision of inclusion and the benefits of moving toward inclusive services. One of her reasons was that special needs children feel part of a class and do not miss class time being pulled out for services. She said that "special needs children have the opportunity to see other children with skills they can model as well as share their own positive skills with others. Regular education children learn that everyone has strengths of some type and everyone has challenges. Patience and tolerance are more likely to be learned at this early age when all children are treated fairly and with care and compassion."(University of Kansas, 2002) She explained that her job as principal was to support inclusion in any way. In an article from Education World, five principals explain that they have "found that kids will rise to the level of expectations placed on them, and that behavior is often better when special ed. kids are included rather than isolated in a resource room where a collection of poor behaviors tend to surface."

As described in the literature, there are many benefits to inclusion and with proper support from administrators, it can be an incredible experience for everyone involved. One of the key things about inclusion was best stated by Dr. Melissa Heston, she said that "when good inclusion is in place, the child who needs inclusion does not stand out. The inclusive curriculum includes strong parental involvement, students making choices, and a lot of hands-on and heads-on involvement."

# Chapter 3
# The Design of the Study

Description of Research Design

The intern did a study on how inclusion is working in the middle schools of Evesham Township and held various workshops to make it run more smoothly. The first step was doing informal interviews with the staff on their concerns about inclusion and then to hold a workshop during September orientation where everyone could voice their concerns. The intern, along with various administrators in Evesham Township gathered data from the workshop and evaluation forms in order to get an idea of how inclusion was working. From the data, future workshops were planned and offered to the staff. These workshops were designed to address the problems that were brought up and then to come up with solutions for them. Evaluation forms were given to see the effectiveness of the workshops and if improvement was made throughout the year.

Focus on Research Instruments

The intern used three different instruments to gather and evaluate the inclusion program and its effectiveness. The first was informally interviewing both regular and special education teachers at Marlton Middle School who were currently involved in an inclusion class. Through these discussions, the intern decided that inclusion was a problem in Evehsam and it had to be addressed before the new school year began. The second was using a PMI, plus, minus, and interesting, chart during the orientation workshop. This PMI chart organized positive, negative, and interesting points about inclusion that the staff had. This information was analyzed and used to plan future workshops. This chart was a way to let the teachers know that everyone had similar

concerns and that everyone was on the same page. Finally, after each workshop the Evesham Township Workshop Evaluation Form was given to the participants at each workshop. This information tested the effectiveness of the workshops and what future workshops needed to address. They also showed what progress was being made within inclusion classes.

Sample and Sampling Technique

This study involved middle school teachers from two middle schools in Evesham Township who taught in an inclusion setting. Both regular and special education teachers were involved so different perspectives could be heard. It was crucial for the teams to work together for success and for both teachers to understand how the other felt about inclusion. The sampling was chosen because the study only involved two middle schools and therefore the number of participants was not that large. The intern was only able to conduct the workshops after school so participation would be voluntary. This would affect the sampling number. The sampling could be as many as ninety regular and special education teachers. It was crucial for the study that everyone participated because the teams have to work together to solve issues with team-teaching.

Data Collection Approach

Data Collection was done in July and August of 2004, at the September Orientation Workshop, and after each inclusion workshop that was given throughout the year. The informal interviews were just discussions that were done with various staff members on how things were going and what concerns they had. During the workshop, discussions and activities were done that allowed the intern to evaluate what

improvements were being made. The evaluation forms were given after each workshop and then read over to see how effective the workshop was and what else needed to be addressed.

Data Analysis Plan

The intern and various administrators from Evehsam Township analyzed the data. The comments from the participants allowed the administrators to discuss what needed to be done. We analyzed the data to see where the problem existed and what we were going to do to help them. The purpose of the data was to address the staff's needs and to improve inclusion at the middle schools in Evesham Township.

What Type of Evidence Can Be Gathered To Prove that The Project Will Have an Impact?

The evidence that tested the validity and effectiveness of this project were the evaluation forms that were given to the participants. Their comments let the intern know that team teaching was running more smoothly and was continually getting better. Also, the participants recommended topics to address at future workshops. These workshops were then planned in order to address their needs. This assured the project's effectiveness and the success of inclusion in the middle schools.

# Chapter 4
## Presentation of Research Findings

Is Inclusion working at the middle schools in Evesham Township School District?
What information was found?

Based upon informal interviews and the September 2004 Orientation Inclusion Workshop, the inclusion model is not going very smoothly. During orientation, Ninety staff members filled out a chart about the positive and negative aspects of inclusion. They came up with some great positive comments, however; the negatives far outweighed them. It was very interesting to see that a majority of the positive comments were about how great it was for the students and most of the negatives was how it affected the staff. Based on the chart below, it is evident that teachers feel that inclusion will increase classified students confidence and raise the bar for them. Also, having two teachers can lead to a variety of teaching strategies that will benefit all students. When looking at the negative implications, it focuses on teacher planning time and power struggles. Based on the chart below, it is apparent that the positive aspects for children are more important than the teachers' complaints about not liking to share a classroom. The discussions that followed at the workshop just reiterated the problems from the negative column of the chart. The teachers expressed a real need for workshops in this area and 50 teachers gave it the highes rating of five on the Evehsam Township evaluation form. 28 people gave it a four and only two people rated it a three.

What this means?

Base upon the data found, this proved the point that teachers in the district need to be educated on inclusion and have administrative help to change the negative opinions

that they have on inclusion. It also showed the need for many future workshops on various topics of inclusion, especially peer relationships and communication.

## Positive/Negative Inclusion Chart
### September 2004 Orientation

| Positive | Negative |
|---|---|
| Two heads are better than one | Distraction-too many adults |
| Meets the needs of different students | Planning time |
| More tolerance | Special education teacher needs knowledge on all topics |
| Varied ways to present material | Power struggle |
| Mixes top students with inclusion students | Student's unclear who to ask for help |
| Two points of view | Hinders progress for advanced students |
| Special needs students have exposure to regular expectations | Depends on teacher relationships |
| Peer modeling | Grading |
| Increase self-confidence in students | Discipline |
| Social interaction | Role confusion |
| Regular education modifications | Teacher responsibilities unclear |
| Pace of class | Good guy vs. bad guy |
| Interaction with regular education peers | Seen as aide and not a real teacher |
| Positive role-models | Lack of sensitiveness |
| Student/Teacher ratio lowered | Modifications enable |
| Increase classroom management | Lack of control in classroom decisions |
| Simplifies information | Different teaching styles |
| Individual attention | Assessments |
| Encourages self-monitoring | Personality conflicts |
| Able to meet IEP's and 504's better | Different expectations |

Do regular education teachers involved in inclusion need more training on special education laws, classifications, and modifications?
What information was found?

Mostly from informal interviews with general education staff members, the intern found that they many of the teachers did not feel educated enough to be involved in an inclusion class. They did not have much knowledge about IEP's and their legal implications. They expressed concerned in this area and felt like that is a big reason for their reluctance to have an inclusion class. They felt as if they were thrown into it with no background information and were left to deal with it with their special education partner.

From this information, a workshop was held on inclusion. It was here that general education teachers had a chance to voice their concerns and learn strategies to help all students in their class. Based on the feedback after the workshop, they were pleased to finally have some practical information to implement in their classrooms.

What did it mean?

This information showed a huge reason for why inclusion is not working smoothly at the middle school level. It let the intern know that there is a need for future workshop and staff training in special education and a definite need for more help from school and building level administrators. If the staff were properly trained when this inclusion movement was put into place then many of these problems could have been prevented.

What are the roles and responsibilities in an inclusion setting for both the general and special education teacher?
What information was found?

Through research and an inclusion workshop entitled, "Working Through It Together," the intern derived clear roles and responsibilities for each teacher. The main aspect of making inclusion work is communication. Without proper communication, inclusion has no chance of being successful. The workshop explored this through different scenarios and allowed the teams to work together. Inclusion requires extensive planning on both teachers parts. They must consider before ever teaching together their teaching styles, classroom management, grading procedures, and common planning time. Each teach in inclusion should take an active role in teaching and working for all children, not just the "general" education students or the classified students.

Through common planning time, it is the responsibility of the special education teacher to make the necessary modifications for the lessons, assignments, and tests. These modifications can be used for the entire class or just for the students with specific modifications in their IEP's. The special education teacher must also find ways to very the instruction which can benefit all of the children. Inclusion can work for every student and will be successful if implemented correctly.
What did it mean?

This information was crucial to the intern's study. The research and teacher input proved that there must be clear roles and responsibilities outlined in the job description. Along with writing down the roles in the teacher handbook, the teachers must be properly trained on how to implement those roles in a classroom with their partner. Teachers can not just be thrown into inclusion with no training. This is the problem that was found

little training and no clear job description for teachers involved in inclusion. Ad the intern expressed before, it is up to the administrators to put these roles in the job desription and get them across to the teachers.

# Chapter 5
## Conclusions, Implications, And Further Study

Is inclusion working at the middle schools in Evesham Township School District?

The intern found that it was not working well at all due to the fact that teachers were not properly in-serviced on how to implement it and what was expected of them. This was shown through staff evaluations and input during the workshops. They were expressing true concern and really wanted to learn how to make it better.

The implications of this are that Evesham needs to have more teachers training on inclusion for the staff. Research showed that without administrative support, inclusion would not work. This research was proven in Evesham because there has not been any support from the administrators until this year. The more training that is available, the better it will work and benefit the students.

Do regular education teachers involved in inclusion need more training on special education laws, classifications, and modifications?

Based on teacher feedback on the Evesham Township Workshop Evaluation Form, regular education teachers expressed a need for more workshops on the legal implications in special education and strategies for helping those students in their classrooms. The workshop given in February, gave a list of strategies for particular situations such as modifying class assignments, helping behavior problems, class participation, grades, and homework. The general education teachers were pleased to finally have some useful information to help those students in their class.

The implications of these conclusions are that teachers need to be given workshops or instructional information with a list of strategies and legalities in special education. This must come from administrators in the district. Also, the teachers must

24

also take responsibility and research or ask their colleagues about what strategies to use

and information on special education laws and classifications.

What are the roles and responsibilities in an inclusion setting for both the general and special education teacher?

The major conclusion and implication for this question was communication

between the teachers. Inclusion is a collaborative effort between teachers for the benefit

of all the students. In order to make this work, the teacher's schedule needs to allow

common planning time for the partners to plan, grade, and discuss any issue that may

come up. This common time together is crucial, it will only strengthen the relationship

between the two teachers. Once the planning time is given, the teachers should have

clearly outlined roles that were given tot hem from administration. With clear roles and

responsibilities, there can be no questioning of what is expected of them.

How did this study effect your leadership growth per the dictums of the ISSLC Standards?

This study helped the intern's growth in the area of student learning and staff

professional growth. This intern has learned that without opportunities for staff growth,

the students' learning will suffer. It is so important for administrators to educate their

staff on curriculum and the constantly changing education system. Staff members need to

be reminded of the principles of effective teaching, curriculum design, development, and

assessment. The teachers need to have continuous professional development and must be

lifelong learners. That is the biggest lesson that this intern has learned, learning does not

stop once you get hired, it is up to the administrators to keep the staff up to date and fresh

for the students. Also, standard two states that teachers have high expectations for all

students. This goes hand in hand with inclusion, because it is based on the fact that all

students can learn and grow together. Evesham's schools are aligned for student success and can only get better with more staff development.

How did it change the organization?

The intern feels that the middle schools are on the road to improvement. The administrators are all aware of the need for more inclusion training and a clearer job description. The intern's workshops have opened the door for more areas of professional development and teacher communication. More teachers are creating the time to sit together and plan and discuss how their shared class is running. This communication will help teachers have a more positive attitude on inclusion and the students will observe this in their classes. Eveham's middles schools have a long way to go in making inclusion work how it should, but they are on their way to improving it.

What further study is needed?

Further study is needed on what key points to include in the new teacher job description. This could be done through further research or observing what other districts do to make inclusion successful at their schools. Also, further research is needed to find out what specific topics the teachers' would like professional development on. This is the job of the administrators to find out. They could bring in outside agencies or educators to help better implement inclusion at the two middle schools in Evehsam Township. All of these studies will keep the inclusion model a success for both the teachers and students.

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Appendix A

Agenda, Handouts, and Evaluations from September 2004 Inclusion Workshop

# Evesham Township Schools
## Inclusion Workshop

## Wednesday, September 8, 2004

## Agenda

| | |
|---|---|
| 1:15pm | Welcome<br>Set Purpose<br>Complete Group PMI Charts |
| 1:30 | Share PMI Charts<br>Discuss |
| 2:00 | Distribute Handout<br>Discuss Connections to PMI Chart |
| 2:45 | Next steps:  Addressing Unresolved Concerns<br>Future Professional Development Opportunities |
| 3:00 | Reflection<br>Complete Evaluation Forms |

# SEPTEMBER 8 INCLUSION WORKSHOP 1:15 – 3:15

Presenters:     Frank Sama/ Jeff Palmer,
                Tina Briscione/ Ann Britt,
                Robin Johnston/ MaryEllen Lomurno

1:15 – 1:30     Welcome and Purpose Setting                        Lead: Tina/ Ann
                Divide into 5 groups of approximately 8 teachers each
                ( 1 group of ICS-SE teachers, 1 group of guest administrators,
                4 groups of regular ed teachers)

                (Hand out cards to RE teachers with numbers 1, 2, 3 or 4
                - use numbers to form groups)
                Each group uses chart paper to record plus, minus, and interesting
                ideas about ICS  (allow 7 – 10 minutes)

1:30 – 2:00     Each group presents to all, in turn      1) pluses          Lead:  Tina, Ann
                                                         2) minuses
                                                         3) interestings

                Individually teachers record on their own PMI handouts
                Clarify points throughout the discussion

2:00 – 2:45     2-page Inclusion Model handout distributed           Lead:  Frank, Jeff
                Discuss rationale, roles and grading models
                (Ann and Tina jump in to model conversation about assessment
                modifications with their lead presenters)
                • Make connections to issues on the P/M/I charts.

2:45 – 3:00     Identify unresolved concerns to be addressed         Lead: Robin, Mary Ellen
                through professional development follow-up sessions
                Reminder – ICS must attend together
                        - explore convenient times/days

3:00 - 3:15     Teachers are asked to reflect on roles of the three presenters:
                How was the ICS model demonstrated today?
                Teachers complete Workshop Evaluation Form

# Inclusion Model for Instruction
## P.M.I.
### (Plus, Minus, Interesting)

|  | + | − | I |
|---|---|---|---|
| *Example* | *Two heads are better than one* | *Someone else is putting in their 2¢* | *Possible less preparation of some content* |
|  |  |  |  |

# A COLLABORATIVE TEACHING MODEL
## FOR IN-CLASS SUPPORT

## RATIONALE

- provides instructional support for students in a regular education setting as mandated by state and federal law

- increases the self-esteem of students

- provides opportunities for students and teachers to understand and accept their individual differences, strengths and approaches to learning

- provides on-going opportunities for special education teachers to coordinate individual student needs with district instructional program

- capitalizes on the strengths, resources and expertise of both teachers

- reduces the stigmatization of individual students

## INSTRUCTIONAL RESPONSIBILITIES OF TEACHERS

Classroom teacher and special education teachers mutually plan and develop lessons related to curriculum objectives for students in the following ways:

- teachers meet during a regularly-scheduled shared planning time to provide on-going communication of objectives and to develop lessons

- resources and expertise of both teachers are utilized to develop and support teaching objectives

- roles of teachers for implementing specific lessons are delineated and mutually agreed upon

- lessons and instructional environment are designed to provide multiple-approaches to understanding concepts and content, including use of problem-solving tasks, cooperative groupings, manipulatives and other physical models, as well as individual, small group, and peer conferencing

- rules of conduct, procedures, etc. for students during lessons are mutually established

- modifications of task-performance and evaluations/assessments are identified and developed

## CLASSROOM ROLES FOR CO-TEACHING MODEL

**\*Both teachers should be taking on the role of Lead and Support at varying times throughout the year.**

### LEAD TEACHER\*

⇒ has primary responsibility for direct teaching and introduction of planned instructional activities

⇒ provides individual or small group assistance during lesson's introduction and subsequent planned activity

⇒ monitors, documents and evaluates progress of students

**\*Note: Either teacher may take on the role as Lead Teacher.**

### SUPPORT TEACHER\*

⇒ collaboratively plans lesson with partner

⇒ clarifies and supports lead teacher's lesson/introduction

⇒ provides individual and/or small group assistance during the lesson's introduction and subsequent planned activity

⇒ monitors, documents and evaluates progress of students

**\*Note: Either teacher may take on the role as Support Teacher.**

### COLLABORATIVE TEAM TEACHER

⇒ mutually coordinate and co-teach lessons to be implemented

⇒ act as resource to one another during the introduction and subsequent activity/task

⇒ monitors, documents and evaluates progress of students

### GRADING/REPORT CARDS

Assessing progress of all students should be a collaborative process between classroom and in-class support teachers. However, it is the primary responsibility of the CLASSROOM TEACHER to assess the progress and assign grades to the REGULAR EDUCATION STUDENTS assigned to his/her roster.

It is the primary responsibility of the SPECIAL EDUCATION TEACHER to make modifications, as appropriate, assess progress, and assign grades to the SPECIAL EDUCATION STUDENTS assigned to his/her roster.

Modification code should be noted on the report cards of special education students for whom modifications were made.

# Evesham Township Public Schools
## Workshop Evaluation Form
### Combined Survey

**Workshop Title:** Inclusion Workshop – PM Session
**Date:** September 8, 2004 In-Service
**Presenter/s:** Ann Britt, Jeff Palmer, Maryellen Lomurno

## 1. The information and strategies from this workshop I found the most helpful were:

- Seeing you present cooperatively.
- Sharing ideas and the handout.
- The charts of Positive, Minus and Interesting. The sharing and discussion that followed was enlightening.
- That I am doing what others are doing.
- Learning the differences in approach between collaborative teacher roles and lead/support roles. Inclusion chart.
- A better understanding of the roles and feelings of cooperating teachers.
- The open discussion and multifaceted viewpoints. A real experience.
- I liked the PMI chart and discussion that followed. It's reassuring to know others have the same positive/negative experiences.
- The list of collaborative and individual responsibilities.
- In a lot of ways it reaffirmed a lot of what is already happening in our classroom and provided me with more information.
- Interactive forum setting; learning similar thoughts from both special and regular education teachers.
- The sharing of ideas from different perspectives – regular and special education.
- Shared viewpoints from regular education teachers.
- Sharing PMI chart information to gain regular education teacher insight and to express ICS teacher concerns.
- Building on the positives – interaction among presenters and participants – this kept ideas flowing.
- Discussing the pro/con parts of inclusion teaching. Also reviewing the roles of lead/support teachers and that both teachers should be doing this.
- The sharing of common experiences/concerns.
- Follow up workshops on inclusion will be offered.
- The sharing of + and – of ICS.
- The rationale and instructional sections of the handouts. I had never road there before.

3.  I would like follow-up staff development in the areas of:
    - Sharing ideas.
    - Those covered in workshop.
    - Planning.
    - Finding solutions to problems faced by regular education teachers in an inclusion setting.
    - Problem solving and group sharing meetings.
    - Grading options and the new report card specifics.
    - Grading, what to do when you don't get along with a team teacher.
    - I feel that my inclusion teacher and I collaborate very successfully.
    - Problem solving/sharing.
    - Classification process.
    - Assessment options.
    - Grievances/challenges in classroom that can be discussed...share solutions with other teams.
    - Learning styles - multiple intelligence to accommodate differentiated instruction.
    - Assessments/grading options.
    - More discussion at pro/con and how to solve these problems; share solutions.
    - Sharing ideas.
    - The current issues of special education today.
    - Inclusion strategies for classroom aides.
    - Good idea sharing.
    - Models, setting up strategies.
    - Sharing ideas and materials.
    - Need workshop defining modifications vs. accommodations. Different methods of assessing and grading.
    - Special education instructional strategies.
    - As indicated by comment of regular education math teacher and many silent assents by special education teachers, an open discussion and clear definition of "modifications" as indicated on report card.
    - I like the idea of idea sharing.

4.  Additional Comments:
    - It is great to sit in such a positive environment in regards to inclusion.
    - One idea that has come up – some inclusion teachers give study guides that are basically the test. What if other students want the study guide? How do you mix students up in group work and make sure other students understand about different

Appendix B

Agenda, Handouts, and Evaluations from February 2005 Inclusion Workshop

# Viewing Guide

1. What do you notice about the inclusion teacher's behavior?

_____

_____

_____

_____

2. What do you notice about the regular education teacher's behavior?

_____

_____

_____

_____

3. What are the problems that arose from this scenario? From whose perspective were/are these problems?

_____

_____

_____

_____

4. How are the problems dealt with?

_____

_____

_____

_____

5. What are some alternative ways that could be used to work through these same problems?

_____

_____

_____

_____

**Scenario: Two friends team-teach together. It is the middle of the day and the inclusion teacher walks into the social studies classroom. The Inclusion teacher is prepared to begin the lesson when the social studies teacher explains to her that she changed the plan first period. The students are walking into the class and the ICS teacher feels very unprepared and tells the social studies teacher to go ahead with the new lesson while she helps out where needed.**

**Scene: Inclusion teacher walks into Social Studies class for third period.**

ICS: Hey, how are you? I am so tired from being out last night at Champps!

SS: Me too, but it was a blast.

ICS: (walking to the front of the room with an overhead) All right boys and girls, lets all take out our notebooks.

SS: Wait, I forgot to tell you, I changed the plan this morning because I remembered this great lesson on Ancient Egypt that I did last year. The students really enjoy it, so if you want to just help out that would be great.

ICS: Okay, but what about this lesson?

SS: We can do it some other time. All right class, today we are going to be learning about Ancient Egypt.

**The SS teacher teaches the entire lesson. The ICS teacher walks around the room quietly helping the students who have questions.**
**Later that day, the ICS teacher is at lunch with another friend**

ICS: I can't believe she did it again. We planned our lessons for the week on Friday afternoon and she changed it as I walked into the room. I didn't know what was going on so I walked around helping out with what I could but I barely even spoke. This is the third time this month that this has happened.

Friend: Did you tell her you feel and that she needs to let you know if she is changing the lesson so you can be prepared and make the necessary modifications for your students.

ICS: No, because I don't want to confront her and she is always excited about the new lessons that she comes up with. I don't want to make the situation weird since we have to teach together and I don't want it to ruin our friendship.

# Inclusion Workshop – Scene 2

**Background Information:** The class is reviewing for an upcoming (content area) test. There is a considerable amount of material being covered on this assessment.

**Scene to act out:** The special education teacher recommends to the regular education teacher that the students be provided with a study guide. The regular education teacher adamantly opposes that the students receive the extra help claiming that it would be unfair to give away the answers. She requests that if the special education teacher insists on giving the special education students a guide, that it not be done publicly and that her students (the regular education students) absolutely not receive one. The special education teacher, knowing the needs of her students, slips a study guide to each of her students. A regular education student sees the study guide and requests one from the special education teacher. The special education teacher knows this particular student would benefit from having one, but not wanting to upset her team teacher turns down the student's request.

The special education teacher feels that providing the study guide would be one accommodation (along with several others) that would benefit the regular education students as well. The study guides would provide additional support and accurate study material. She feels it is simply doing what is best for children. She feels many of the strategies she employs are just "good teaching" not just reserved for special education students. In addition, she feels that the self-esteem of the special education students is being damaged by "sneaking" them the study guides, thereby making them feel different. After reflecting on this situation and knowing it will come up again, the special education teacher feels she needs to directly address the issue with the regular education teacher.

The next part of the scene is the conversation between the special education teacher and the regular education teacher. Act out this scene in the manner you feel it deserves.

# Inclusion Workshop – Scene 3

**Background Information:** The regular education and inclusion teachers in this scenario are having trouble getting along. The regular education teacher is a veteran teacher who has been teaching science for ten years. The inclusion teacher is fairly new, having only taught for two years. The regular education teacher has been the lead teacher during virtually all periods, except when she has been absent. The inclusion teacher generally functions as the support person, rephrasing and reteaching her four students after the lesson, as needed. During the lesson, the inclusion teacher sits in close proximity to her students, ready to redirect as necessary.

**Scene to act out:** The inclusion teacher comes into the staff room where she finds a friend/colleague eating lunch. She vents to her about her frustration of never being the lead teacher. The inclusion teacher mentions that she feels like an aide and is sick of not being respected for her expertise. It should be apparent that the venting is a regular occurrence, not just something that happens once in a while.

The friend sympathizes for a while, but ultimately encourages the inclusion teacher to speak to the regular education teacher. Although the inclusion teacher is reluctant and nervous to do so, she finally agrees.

The next part of the scene is the conversation between the special education teacher and the regular education teacher. The regular education teacher is surprised to hear this perspective, and is defensive in response to being approached. She thought that the special education teacher would be appreciative of her being the lead, as she has so much content knowledge in her area. She is also somewhat reluctant to give up the teaching of the content information, as the special education teacher is so new.

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title**   Inclusion – Working Through It Together

**Date**   Wednesday, February 23, 2005

**Presenters**   Robin Collins, Mindy Kaufer & Maryellen Lomurno

**Name (optional)**   _____

1. The information and strategies from this workshop I found the most

helpful were _How & when to communicate about_
_lessons & strategies shared were terrific_

2. Recommendations for improvement of this workshop are:

_None it was great_

3. I would like follow-up staff development in the areas of _____

4. Additional Comments: _Very pleasant and open_
_to frank discussion. It was nice to be_
_involved._

5. Overall rating of workshop (5-highest)

   5        4        3        2        1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title** <u>Inclusion – Working Through It Together</u>
**Date** <u>Wednesday, February 23, 2005</u>
**Presenters** <u>Robin Collins, Mindy Kaufer & Maryellen Lomurno</u>
**Name (optional)** _____

1. The information and strategies from this workshop I found the most

helpful were <u>the honesty. I was helpful</u>
<u>to feel like I could say openly what</u>
<u>I was feeling.</u>

2. Recommendations for improvement of this workshop are:

_____

_____

_____

3. I would like follow-up staff development in the areas of _____

_____

_____

4. Additional Comments: _____

_____

_____

5. Overall rating of workshop (5-highest)

　　(5)　　　　4　　　　　3　　　　　2　　　　　1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title**   Inclusion – Working Through It Together

**Date**   Wednesday, February 23, 2005

**Presenters**   Robin Collins, Mindy Kaufer & Maryellen Lomurno

**Name (optional)**   _____

1. The information and strategies from this workshop I found the most helpful were *Brainstorming the variety of strategies that can be used to address issues.*

2. Recommendations for improvement of this workshop are:

3. I would like follow-up staff development in the areas of _____ *The dynamics of the teacher / teacher's aide relationship - expectations and roles*

4. Additional Comments: _____

5. Overall rating of workshop (5-highest)

   (5)   4   3   2   1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title** <u>Inclusion – Working Through It Together</u>
**Date** <u>Wednesday, February 23, 2005</u>
**Presenters** <u>Robin Collins, Mindy Kaufer & Maryellen Lomurno</u>
**Name (optional)** _____

1. The information and strategies from this workshop I found the most helpful were <u>All</u>

_____

_____

2. Recommendations for improvement of this workshop are:
<u>Maybe a little smaller group or this could be done during an in-service day when some of us are a little more alert.</u>

3. I would like follow-up staff development in the areas of _____

_____

_____

4. Additional Comments: <u>Nice Job! Good cooperation among our Co-teachers.</u>

_____

5. Overall rating of workshop (5-highest)

( **5** )        **4**        **3**        **2**        **1**

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title** <u>Inclusion – Working Through It Together</u>

**Date** <u>Wednesday, February 23, 2005</u>

**Presenters** <u>Robin Collins, Mindy Kaufer & Maryellen Lomurno</u>

**Name (optional)** _____

1. The information and strategies from this workshop I found the most helpful were *how to work effectively with special education teachers.*

2. Recommendations for improvement of this workshop are:
   *None*

3. I would like follow-up staff development in the areas of *Inclusion*

4. Additional Comments: *Great Workshop*

5. Overall rating of workshop (5-highest)

**(5)**         **4**         **3**         **2**         **1**

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title** <u>Inclusion – Working Through It Together</u>
**Date** <u>Wednesday, February 23, 2005</u>
**Presenters** <u>Robin Collins, Mindy Kaufer & Maryellen Lomurno</u>
**Name (optional)** _____

1. The information and strategies from this workshop I found the most

helpful were <u>ways to improve communication</u>
<u>and deal with issues that occur</u>

_____

2. Recommendations for improvement of this workshop are:

<u>None</u>

_____

_____

3. I would like follow-up staff development in the areas of _____

<u>None</u>

_____

_____

4. Additional Comments: <u>I would like other teachers</u>
<u>(who do not think they need to hear these issues</u>
<u>or don't want to) to have an inservice. It is important</u>
<u>that a team teaching approach is team taught.</u>

5. Overall rating of workshop (5-highest)

(5)      4           3           2           1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title** <u>Inclusion – Working Through It Together</u>
**Date** <u>Wednesday, February 23, 2005</u>
**Presenters** <u>Robin Collins, Mindy Kaufer & Maryellen Lomurno</u>
**Name (optional)** _____

1. The information and strategies from this workshop I found the most helpful were <u>ways to discuss and talk to other teachers about the problems or concerns with the structure of the class</u>

2. Recommendations for improvement of this workshop are: <u>more time to discuss solely what other teachers do in class (strategies or techniques) that worked effectively.</u>

3. I would like follow-up staff development in the areas of _____

_____

_____

4. Additional Comments: <u>Inclusion is a work in process. I feel if it is looked at as a positive thing teachers will be able to work towards those co-teaching relationships</u>

5. Overall rating of workshop (5-highest)

(5)          4                    3                    2                    1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title**    <u>Inclusion – Working Through It Together</u>
**Date**    <u>Wednesday, February 23, 2005</u>
**Presenters**    <u>Robin Collins, Mindy Kaufer & Maryellen Lomurno</u>
**Name (optional)**    _

1. The information and ‹      I found the most

helpful were  <u>hearing the views of other reg. ed.</u>
<u>teachers as well as the ICS teachers. It was</u>
<u>helpful to hear that we all go through the same issues.</u>

2. Recommendations for improvement of this workshop are:
<u>Concrete definition of roles in ICS setting</u>

3. I would like follow-up staff development in the areas of _____

4. Additional Comments: <u>Thank you!</u>

5. Overall rating of workshop (5-highest)
   (5)      4        3        2        1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title** <u>Inclusion – Working Through It Together</u>
**Date** <u>Wednesday, February 23, 2005</u>
**Presenters** <u>Robin Collins, Mindy Kaufer & Maryellen Lomurno</u>
**Name (optional)** _____

1. The information and ⟩ this workshop I found the most helpful were *open, frank discussion and both perspectives presented.*

2. Recommendations for improvement of this workshop are:

3. I would like follow-up staff development in the areas of _____

4. Additional Comments: *Thanks. It was helpful. I appreciate the handouts.*

5. Overall rating of workshop (5-highest)

(5)    4    3    2    1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title**  Inclusion – Working Through It Together

**Date**  Wednesday, February 23, 2005

**Presenters**  Robin Collins, Mindy Kaufer & Maryellen Lomurno

**Name (optional)**  _

1. The information and s                    workshop I found the most

helpful were _Mainly the opportunity for discussion. It is most helpful to hear different perspectives. These different views remind one that most times intentions are good._

2. Recommendations for improvement of this workshop are:

3. I would like follow-up staff development in the areas of _____

4. Additional Comments: _____

5. Overall rating of workshop (5-highest)

   (5)    4    3    2    1

_Thank you!_

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title** <u>Inclusion – Working Through It Together</u>

**Date** <u>Wednesday, February 23, 2005</u>

**Presenters** <u>Robin Collins, Mindy Kaufer & Maryellen Lomurno</u>

**Name (optional)** _ _____

1. The information and : ....s workshop I found the most
helpful were <u>Strategies that can be used to overcome obstacles that Inclusion teachers and reg. Teachers go through.</u>

2. Recommendations for improvement of this workshop are:

<u>N/A</u>

3. I would like follow-up staff development in the areas of _____

<u>None now @ this time</u>

4. Additional Comments: <u>very helpful !</u>

5. Overall rating of workshop (5-highest)

**(5)**    4    3    2    1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title** Inclusion – Working Through It Together

**Date** Wednesday, February 23, 2005

**Presenters** Robin Collins, Mindy Kaufer & Maryellen Lomurno

**Name (optional)** _____      _____

1. The information and strate                    p I found the most helpful were  _Open minded suggestions and real life experiences that occur everyday in a classroom. Listing the strategies and looking at both perspectives_

2. Recommendations for improvement of this workshop are:
   _– concrete definition of roles in an ICS setting._

3. I would like follow-up staff development in the areas of _____

_____

_____

4. Additional Comments: _Thanks! Very helpful_

_____

_____

5. Overall rating of workshop (5-highest)

   (**5**)          4          3          2          1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title** <u>Inclusion – Working Through It Together</u>
**Date** <u>Wednesday, February 23, 2005</u>
**Presenters** <u>Robin Collins, Mindy Kaufer & Maryellen Lomurno</u>
**Name (optional)** _____

1. The information and strategies from this workshop I found the most

helpful were <u>how to communicate w/ other</u>
<u>teachers who maybe do not agree w/</u>
<u>the ICS Structure</u>

2. Recommendations for improvement of this workshop are:
<u>Make everyone take it!</u>

3. I would like follow-up staff development in the areas of _____
<u>More team - teaching ideas + time</u>
<u>to express opinions and opinions between</u>
<u>team teachers.</u>

4. Additional Comments: <u>Thank you for finally</u>
<u>answering my burning questions on</u>
<u>the inclusion model.</u>

5. Overall rating of workshop (5-highest)

(5)          4          3          2          1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title**     Inclusion – Working Through It Together

**Date**     Wednesday, February 23, 2005

**Presenters**     Robin Collins, Mindy Kaufer & Maryellen Lomurno

**Name (optional)**     _____

**1. The information and strategies from this workshop I found the most helpful were** The ones we structured onto the overhead—they should be distributed throughout the schools (")

**2. Recommendations for improvement of this workshop are:** making it mandatory.

**3. I would like follow-up staff development in the areas of** _____ Inclusion— how the strats are working.

**4. Additional Comments:** _____

**5. Overall rating of workshop (5-highest)**

5     (4)     3     2     1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title** <u>Inclusion – Working Through It Together</u>
**Date** <u>Wednesday, February 23, 2005</u>
**Presenters** <u>Robin Collins, Mindy Kaufer & Maryellen Lomurno</u>
**Name (optional)** _____

1. The information and strategies from this workshop I found the most helpful were <u>The ones we structured onto the overhead—they should be distributed throughout the schools (!)</u>

2. Recommendations for improvement of this workshop are:
<u>making it mandatory.</u>

3. I would like follow-up staff development in the areas of _____
<u>Inclusion – how the strats are working.</u>

4. Additional Comments: _____

5. Overall rating of workshop (5-highest)

5     (4)     3     2     1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title**    Inclusion – Working Through It Together

**Date**    Wednesday, February 23, 2005

**Presenters**    Robin Collins, Mindy Kaufer & Maryellen Lomurno

**Name (optional)** _____

1. The information and strategies from this workshop I found the most helpful were _how to communicate w/ other teachers who maybe do not agree w/ the ICS Structure_

2. Recommendations for improvement of this workshop are:

_Make everyone take it!_

3. I would like follow-up staff development in the areas of _____

_More team-teaching ideas + time to express opinions and opinions between team teachers._

4. Additional Comments: _Thank you for finally answering my burning questions on the inclusion model._

5. Overall rating of workshop (5-highest)

**(5)**      4      3      2      1

# Evesham Township Public Schools
## Workshop Evaluation Form

**Workshop Title** <u>Inclusion – Working Through It Together</u>
**Date** <u>Wednesday, February 23, 2005</u>
**Presenters** <u>Robin Collins, Mindy Kaufer & Maryellen Lomurno</u>
**Name (optional)** _____

1. The information and strategies from this workshop I found the most helpful were ____ Sharing of ideas that work, the scenarios ____

2. Recommendations for improvement of this workshop are:

_____

_____

_____

3. I would like follow-up staff development in the areas of ____ an end of year meeting with all who are involved in the inclusion setting

4. Additional Comments: _____

_____

_____

5. Overall rating of workshop (5-highest)

(5)          4          3          2          1

# Evesham Township Public Schools
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**Name (optional)** _____

1. The information and strategies from this workshop I found the most
helpful were <u>Strategies for dealing w/</u>
<u>difficult situations that arise</u>

2. Recommendations for improvement of this workshop are:
<u>None, it flowed and the</u>
<u>information is useful</u>

3. I would like follow-up staff development in the areas of _____
<u>Reviewing w/ the entire district</u>
<u>& the vision and goals of inclusion</u>

4. Additional Comments: <u>Who did your make-up?</u>
<u>it looked great</u>

5. Overall rating of workshop (5-highest)
(5)          4                    3                    2                    1