

Inclusive Leadership: Where to Start?

Soha Elzalabany

Sohazalabany@aucegypt.edu

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LRC and AUC



Agenda

- o Leadership role: Academic Diversity
- o Inclusive Education Model in regular setting
- o Inclusive Leadership Development Model
- o Differentiation for All
- o Supporting Programs for Students with LD
- o Supporting Programs for GT Student

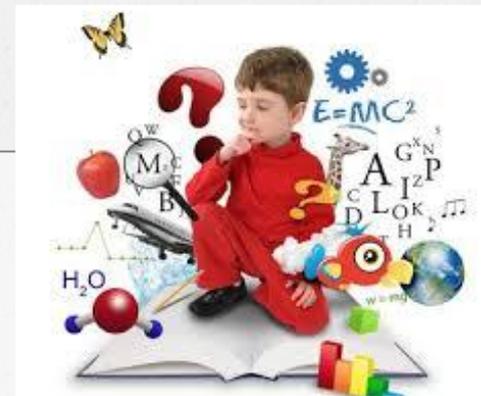
Academic Diversity

- o What is Academic Diversity?
- o Who are the academically diverse learners?



Learning Difficulties

Substantially below is defined as a discrepancy of more than 2 standard deviations between achievement and IQ, it persisted for at least 6 months, despite the provision of interventions that target these difficulties



Gifted and Talented

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement) in one or more domains.

Topic: _____

Name: _____

K What I
Know

W What I
Wonder

L What I
Learned

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Students with LD

Preschool

ORAL LANGUAGE

- o Speaks later than most children
- o Pronunciation problems
- o Slow vocabulary growth, often unable to find the right word
- o Difficulty rhyming words
- o Trouble learning numbers, alphabet, days of the week, colors, shapes

SOCIAL DEVELOPMENT

- o Extremely restless and easily distracted
- o Trouble interacting with peers

- o Difficulty following directions or routines
- o Fine motor skills slow to develop

Students with LD

Grades K-4

- o Slow to learn the connection between letters and sounds
- o Confuses basic words (run, eat, want)
- o Makes consistent reading and spelling errors including letter reversals (b/d), inversions (m/w), transpositions (felt/left), and substitutions (house/home)
- o Transposes number sequences and confuses arithmetic signs (+, -, x, /, =)
- o Slow to learn facts, new skills, relies heavily on memorization
- o Impulsive, difficulty planning
- o Unstable pencil grip
- o Trouble learning about time
- o Poor coordination, unaware of physical surroundings, prone to accidents

Students with LD

Grades 5-8

- o Reverses letter sequences (soiled/solid, left/felt)
- o Slow to learn prefixes, suffixes, root words, and other spelling strategies
- o Avoids reading aloud
- o Trouble with word problems
- o Difficulty with handwriting
- o Awkward, fist-like, or tight pencil grip
- o Avoids writing assignments
- o Slow or poor recall of facts
- o Difficulty making friends
- o Trouble understanding body language and facial expressions

GT Students

- o Gifted individuals are those who demonstrate **outstanding levels of aptitude** (defined as an exceptional ability to reason and learn) or **competence** (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensor-motor skills (e.g., painting, dance, sports).

-NAGC

GT Students

- o Gifted students **are not all alike**. They vary in respect to general ability, domain-specific aptitude, interests and predispositions, and motivation and personality
- o Gifted students benefit from **interaction with peers**. Intellectual peerage contributes to important growth patterns in all subject areas
- o Gifted students need **various forms of acceleration** throughout their school years: content acceleration AP and mentorships

GT Students

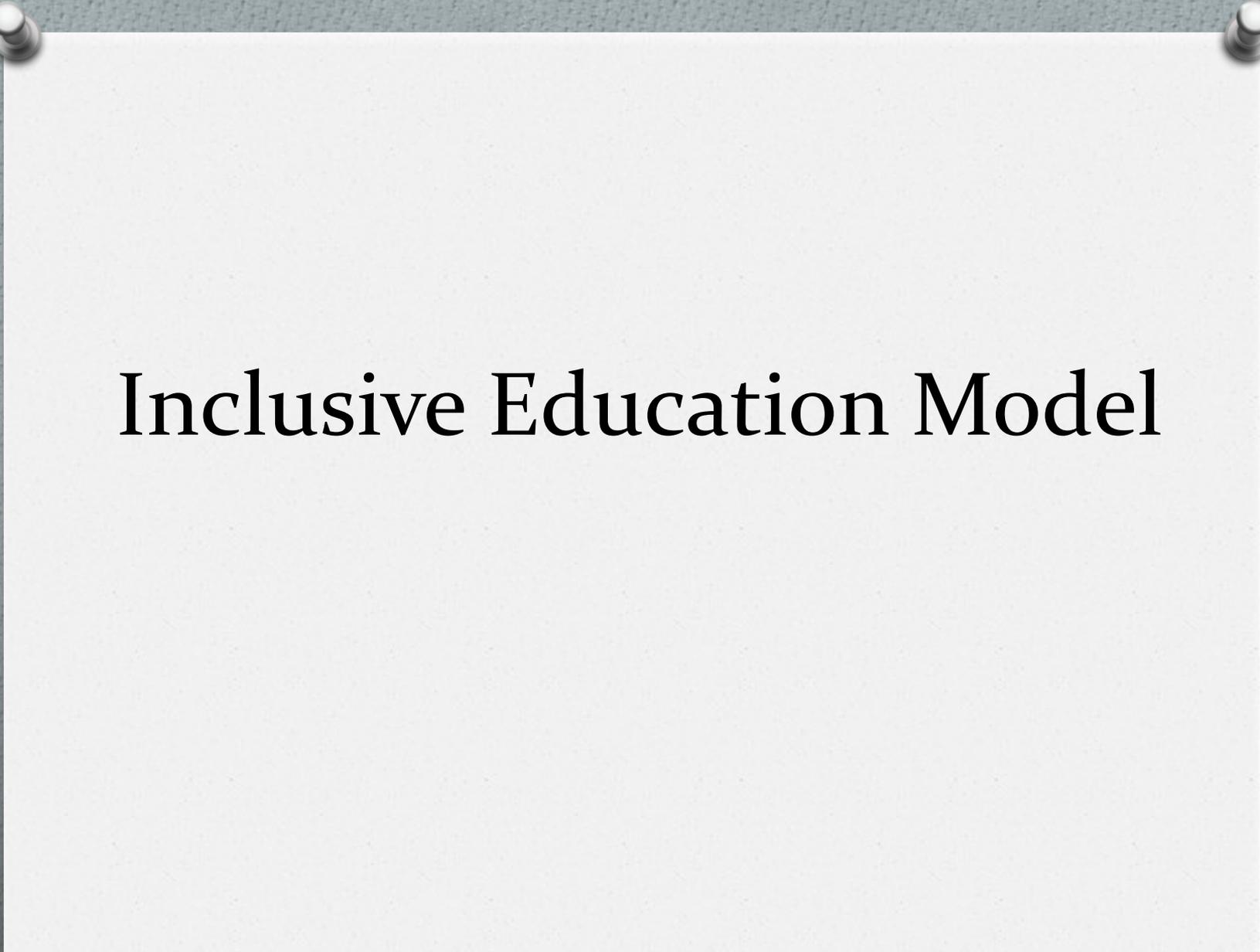
- o Gifted students are capable of producing **high level products** in specific areas of learning at the level of a competent adult. For example, fourth graders can draft a policy for pollution that would rival an adult community committee.
- o Gifted students need to be **challenged and stimulated** by an advanced and enriched curriculum that is above their current level of functioning in each area of learning

GT Students

- o Gifted students need to be **instructed by personnel trained** in the education of gifted students to ensure that they are sufficiently challenged, exposed to appropriate level work, and motivated to excel.
- o Gifted students at elementary level require **differentiated staffing and flexible scheduling** to accommodate their needs; at secondary level, they require special classes
- o Gifted students have **counseling needs** that require psychosocial, academic, and career preparation on an annual basis.

GT Students

- o Gifted students have **affective characteristics** that render them vulnerable in school settings such as perfectionism, sensitivity, and intensity
- o Gifted students in general have **healthy social relationships** and adjust well to new situations (Robinson, 2002). Concerns for social development more than cognitive growth are rarely warranted.



Inclusive Education Model

ACADEMICS

BEHAVIOR

INTENSIVE INTERVENTIONS

- Individual Students
- Diagnostic Assessments
- High Intensity

INTENSIVE INDIVIDUAL INTERVENTIONS

- Individual Students
- Assessment-Based
- Intense Durable Procedures

5%

TARGETED INTERVENTIONS

- Some Students (at risk)
- Rapid Response
- Frequent Progress Monitoring

TARGETED GROUP INTERVENTIONS

- Some Students (at risk)
- Rapid Response
- Frequent Progress Monitoring

15%

RESEARCH-BASED CORE INSTRUCTION

- All Students
- Prevention
- Early Intervention

UNIVERSAL INTERVENTIONS

- All Settings, All Students
- Preventive, Proactive
- Classroom Management

80%

ALL 3 TIERS FOCUS ON ACADEMIC AND BEHAVIORAL STRATEGIES
IN THE GENERAL EDUCATION SETTING.

Issues with Leadership

- o Wallace Foundation Report (2016)
 - I. dissatisfied with the quality of principal preparation programs
 - II. lack a fair reflection of the principals' real jobs
 - III. What else ?

Changing Role

Inclusive leadership :

- o (a) focusing on differentiation of instruction;
- o (b) coaching teachers and specialists;
- o (c) providing suitable professional development;
- o (d) allowing ongoing collaborative opportunities between specialists and educator to represent knowledge an inclusive leader should command



Differentiation For All

Differentiation of Instruction

is a teacher's response to learner's needs

guided by general principles of differentiation,
such as

respectful
tasks

flexible grouping

ongoing assessment
and adjustment

Teachers can differentiate

Content

Process

Product

according to student's

Readiness

Interests

Learning Profile

through a range of instructional and management strategies such as

multiple intelligences
jigsaw
taped material
anchor activities
varying organizers
varied texts
varied supplementary
materials
literature circles

tiered lessons
tiered centers
tiered products
learning contracts
small-group instruction
group investigation
orbitals
independent study

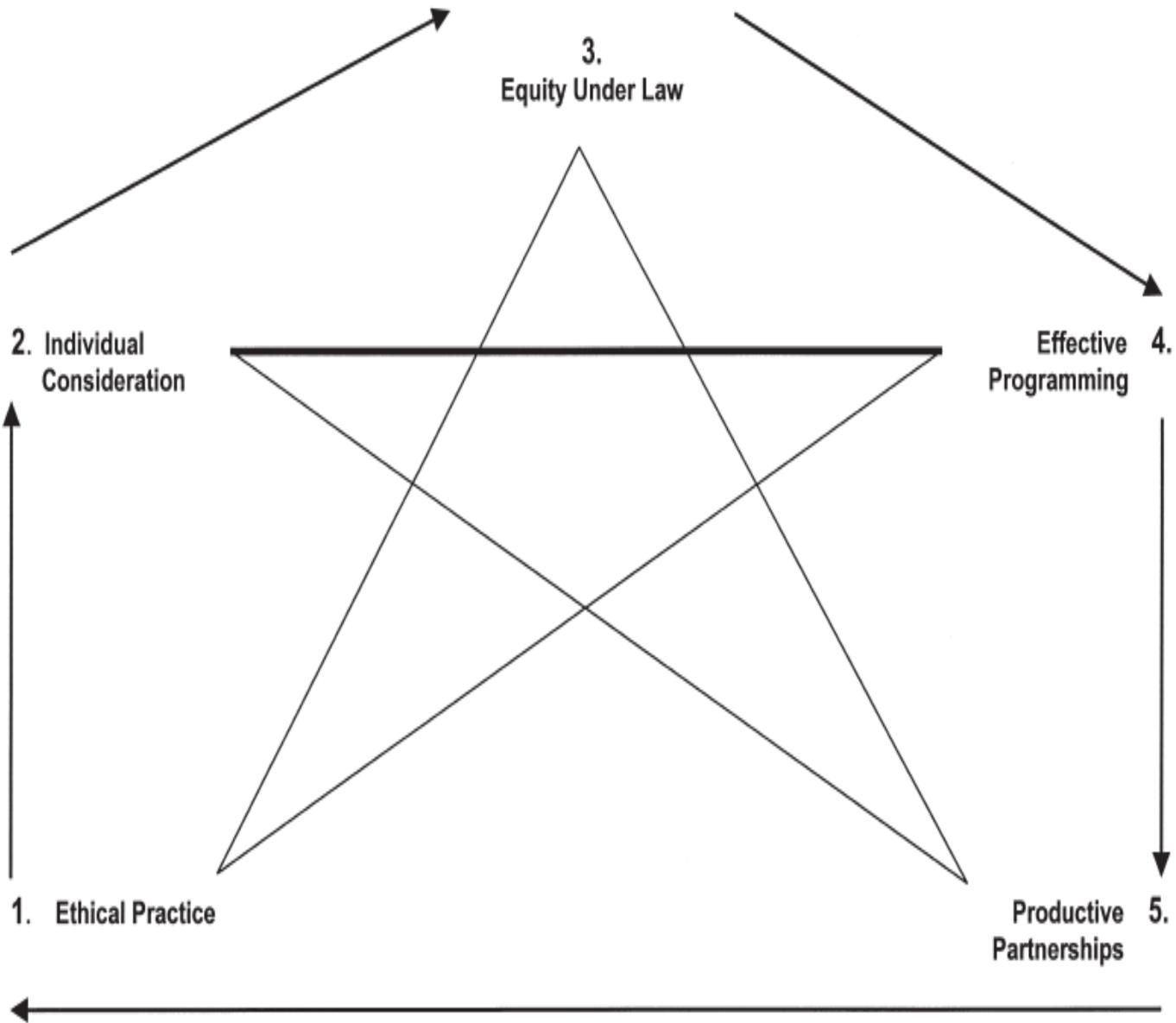
4MAT
varied questioning
strategies
interest centers
interest groups
varied homework
compacting
varied journal prompts
complex instruction

Inclusive Leadership Development Model

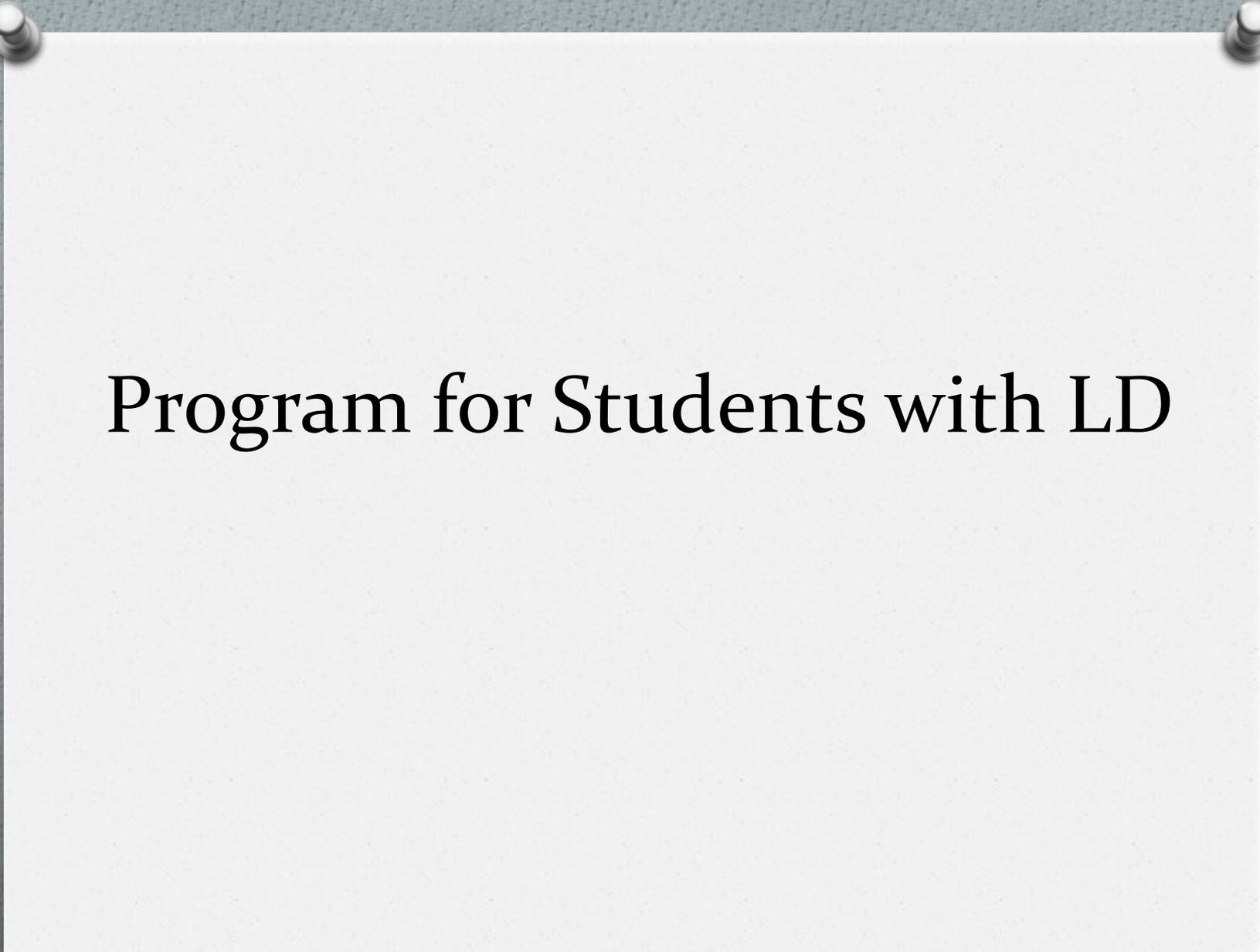
- o Model supports leaders to **supervise**, **develop** staff, and **shape** curriculum in ways that meet the needs of **all** students
- o Model supports **collaboration** among stakeholders which leads to developing a responsive culture to the students' needs

STAR Model

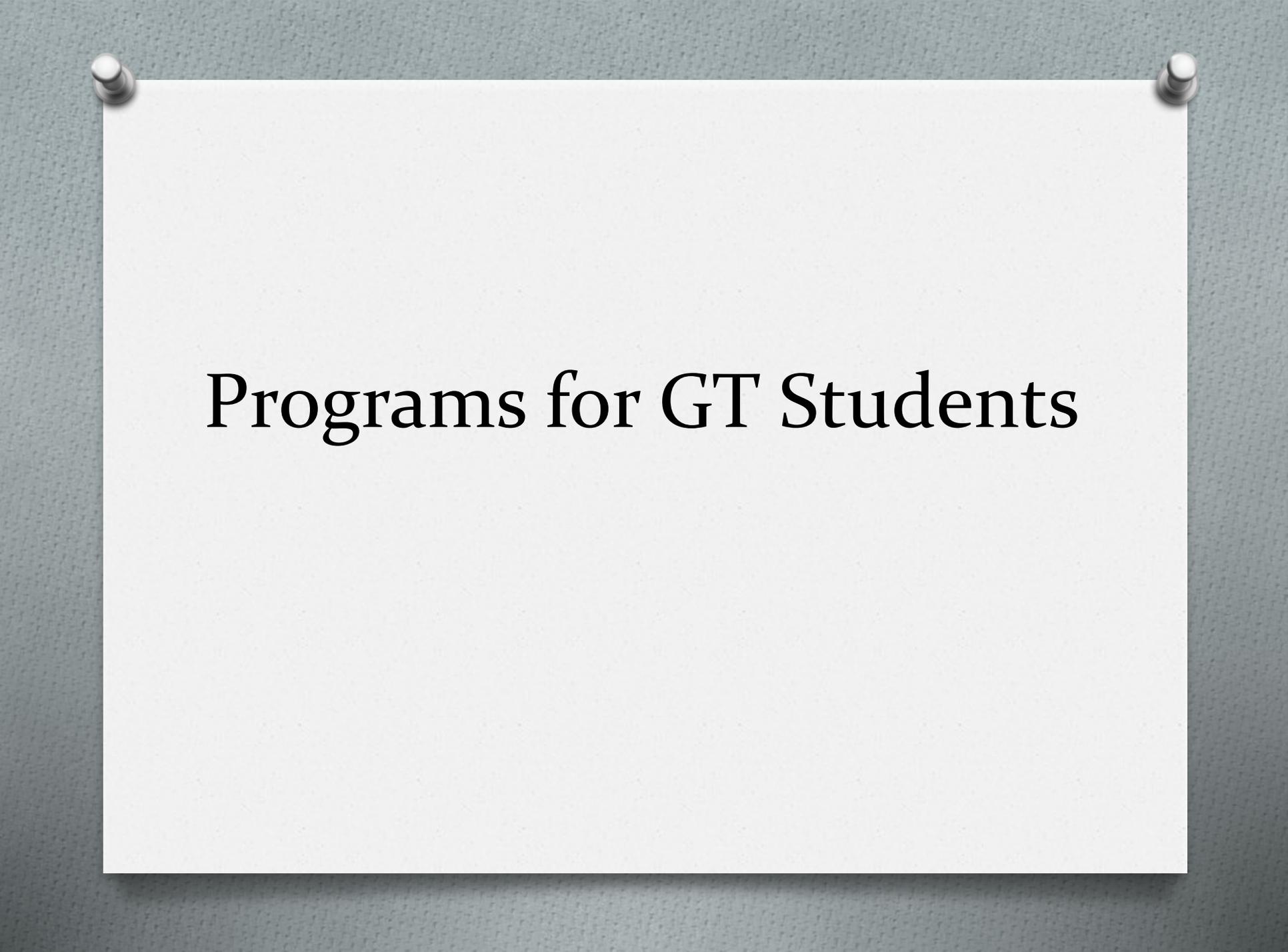
- o The development of the curriculum involves certain elements: **legal, instructional, organizational, and collaborative** leadership (Crockett, 2002; DeMatthews, 2015).







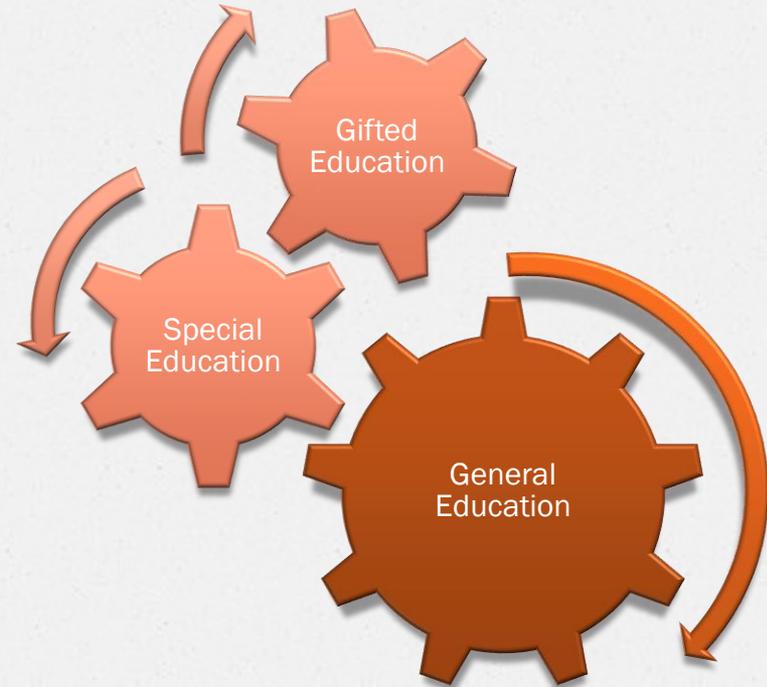
Program for Students with LD



Programs for GT Students

General... Special...Gifted

- o They are separate but related and connected
- o It is emphasized that the collaboration among General, special and gifted education is significant



- o According to 2010 K-12 Gifted Programming Standards, NAGC