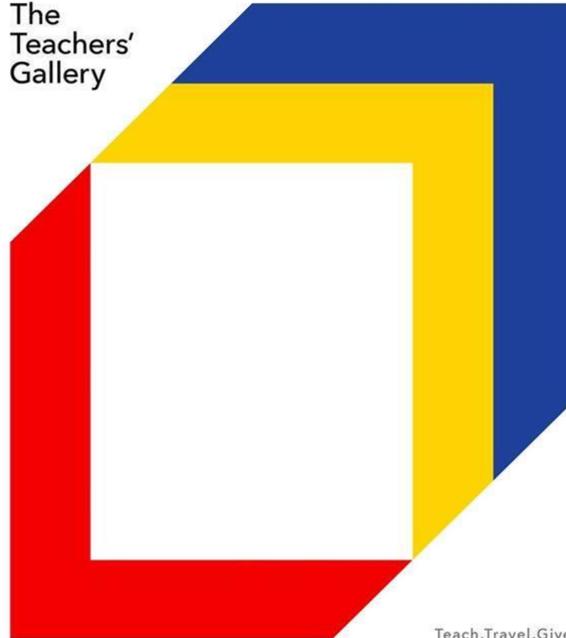


The
Teachers'
Gallery



Teach.Travel.Give.

Breaking the Barriers

Teach What Matters

Alpha M. Sanford

K-12 Special Education Coordinator
Randolph Public Schools
Co-founder, The Teacher's Gallery

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My Why?



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My BIGGEST Why?



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Recap: SPED Leadership Summit

In order to have effective academic change in the field of special education, schools and other stakeholders must allow **teachers to take the lead.**

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Recap: SPED Leadership Summit

In order for teachers to take the lead, *teachers must have the **courage** to become effective in the classroom; teachers must have the **commitment** to utilize support systems and become life-long learners; teachers must have the **will and humility** to be accountable in the profession.*

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Realization

So we start in the middle and plan what is doable. **We start where we are and what we have.** We start to choose with new eyes. And that is truly the difference.



The One Thing

In order to teach what matters, teachers must first know **how** to teach; then choose **what** to teach; and lastly teach only the **lessons that are likely to be lifeworthy** to the lives learners are likely to live.

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Bicycle

Insert picture of a bicycle



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“Ready or not, someday it will all come to an end. There will no more sunrises, no minutes, hours or days.

All the things you collected, whether treasured or forgotten, will pass to someone else. Your wealth, fame and temporal power will shrivel to irrelevance.

It will not matter what you owned or what you were owed. Your grudges, resentments, frustrations and jealousies will finally disappear. So, too, your hopes, ambitions, plans and to-do lists will expire. The wins and losses that once seemed so important will fade away.

It won't matter whether you were beautiful or brilliant. Even your gender and skin color will be irrelevant.

So, what will matter? How will the value of your days be measured?

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What will matter is not what you bought, but what you built; not what you got, but what you gave.

What will matter is not your success, but your significance.

What will matter is not what you learned, but what you taught.

What will matter is every act of integrity, compassion, courage or sacrifice that enriched, empowered or encouraged others to emulate your example.

What will matter is not your competence, but your character.

What will matter is not your memories, but the memories that live in those who loved you.

What will matter is how long you will be remembered, by whom and for what.

Living a life that matters doesn't happen by accident. It's not a matter of circumstance but of choice.

Choose to live a life that matters."

- Author UnKnown

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Special Education Matters!

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Inclusion Matters!

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Our students Matter!

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**Our students and their
future matter!**

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YOU Matter!

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Teaching how to ride a Bike

Insert picture of Tala riding a bicycle



Bicycle and Education

Insert picture of a bicycle



Barriers within the School Setting



**School
Leadership**



**Human Capital:
Best Practices**



**Curriculum
and Instruction**

13 Barriers that could transform Inclusive Special Education within the School Setting



1. The Principal: Set the Vision, Climate and Culture



2. The Principal as Instructional Leader: Supportive of Inclusion



3. Pedagogical Practices of Special Education Teachers: Teacher Preparation and Training



4. Foundations of Effective Roles and Responsibilities of Gen. Ed Teacher/Special Ed Teacher



5. Curriculum: Differentiated Instruction and Instructional Strategies



6. Classroom Size and Compliance to Physical Facilities



7. Inclusion Model: What fits best?



8. Promoting Professional Development among Teachers



9. Collaboration and Scheduling



10. Budget and Operational Costs



11. Educator Accountability, Evaluation and Monitoring of Data



12. Teacher Mentorship



13. Wider accessibility to Related Services



Leadership



Human Capital: Best Practices



Curriculum and Instruction

Barriers Beyond the School Setting



Legislation



Community



Parents and Family

9 Barriers that could transform Inclusive Special Education Beyond the School Setting



1. Parent Engagement and Empowerment



2. Parents as Partners in this Work



3. Wrap-Around Services



4. Transition for Students from School to Career



5. Early Intervention



6. Teacher Licensure



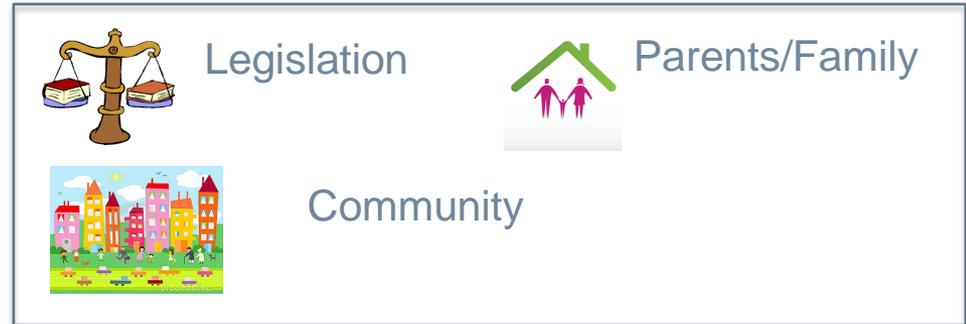
7. Compliance for Regulations



8. Special Education Program Evaluations



9. Special Education Laws



YOU are the driver

Don't be the number **ONE**
barrier to inclusive special
education.

Please don't be. Have mercy!



YOU are the driver

Ultimately, the goal of inclusion and education as a whole is to help our students get to **somewhere**. YOU will ride the bicycle and pedal hard no matter what the barriers are. YOU do not have the choice but to do it. Because you chose to be the driver.

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Try This

1. Do you know **what** a bike is used for?
2. know **how** to ride a bike?
3. Do you **where** to go?



Sad but True

But once barriers are presented, conventional teachers (*bike riders*) choose to keep the bike chained to the bicycle rack for many reasons.

For them, it generally seems safer and easier to keep the bike chained and – unused.



Sadder but True

Law of _____ : if you do not use it

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WHAT?

What truly is a lesson that matters?

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WHAT?

Three Components of a lesson that matters:

1. It has to be life worthy
2. It has to “stick” – power of “stickability”
3. It has to have big understanding



Try This

What did you learn during the first twelve years of your education?



Try This

1. **What** are you good at?
2. **How** did you become good at it?
3. How **do you know** you are good at it?



Try This

1. What is **big** in insight?
2. What is **big** in action?
3. What is **big** in ethics?
4. What is **big** in opportunity?



HOW?

How do you teach what is worthy?

1. **Identify** life worthy learning
2. **Choose** life worthy learning
3. **Teach** for life worthy learning
4. **Construct** a life worthy curriculum

WHERE?

Towards Full Inclusion



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Towards Full Inclusion



- ✓ See **Diversity** as the new reality
- ✓ **Access** to Knowledge and Skills
- ✓ **Individualized** Learning
- ✓ **Collaboration** with all Stakeholders
- ✓ **Same Standards** and **High Expectations** for all students
- ✓ Unafraid to **Reflect** for Improvement
- ✓ **Overcoming barriers** for student learning and assessment

Full Inclusion

Full Inclusion: *means that all students, regardless of handicapping condition or severity, will be in a regular classroom/program full time. All services must be taken to the child in that setting*



Full Inclusion

*“Inclusive education is about embracing all, making a commitment to do whatever it takes to provide each student in the community - and each citizen in a democracy - an inalienable **right to belong**, not to be excluded. Inclusion assumes that living and learning together is a better way that benefits everyone, not just children who are labeled as having a difference.”*

(Falvey, Givner & Kimm, What is an Inclusive School?, 1995, p.8)



Benefits of Inclusion

“Research shows that the benefits to children in inclusive classrooms reach far beyond academics. Children in inclusive classrooms demonstrate increased acceptance & appreciation of diversity; develop better communication & social skills; show greater development in moral & ethical principles; create warm & caring friendships, and demonstrate increased self esteem.

*National Association for the Education of Young Children,
1996*



Impact of Inclusion on Students without Disabilities

Academic Performance

- Low-achieving students benefit from the review, practice, clarity, and feedback provided to students with disabilities
(Power-deFur & Orelove, 1996)
- Students with disabilities in the general education classroom stimulate activities, opportunities and experiences that might not otherwise be part of the curriculum
(McGregor & Vogelsberg, 1998).
- A reduced fear, increased comfort and understanding of the worth of human differences
(Biklen, Corrigan, & Quick, 1989)
- Enhanced self-esteem, a genuine capacity for friendship, and the acquisition of new skills
(Power-deFur & Orelove, 1996)

Impact of Inclusion on Teachers

Work Performance and Satisfaction

- Increased skills and improved confidence in teaching abilities
- Special educators report a greater sense of being part of the school community and increased knowledge of the general education system
- New acquaintances with colleagues
- Greater enjoyment and satisfaction with teaching.

(Salend, 2001)

Impact of Inclusion on Family

Community Connections

- Families have more enriched connections to their community, its resources, their neighbors and other families – when the child is included, so is the family

Renewed Hope and Belief in Abilities

- Increased belief in their child's strengths and ability to contribute to the good of the community

School – Family Partnerships

- Inclusive schools support good communication and opportunities for collaboration between families and the school community

(Salend, 2001)

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**So, what can we
realistically do?**

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Teach What Matters

The goal after all is not to completely disrupt the current systems of learning – but to slowly and consistently get better.....

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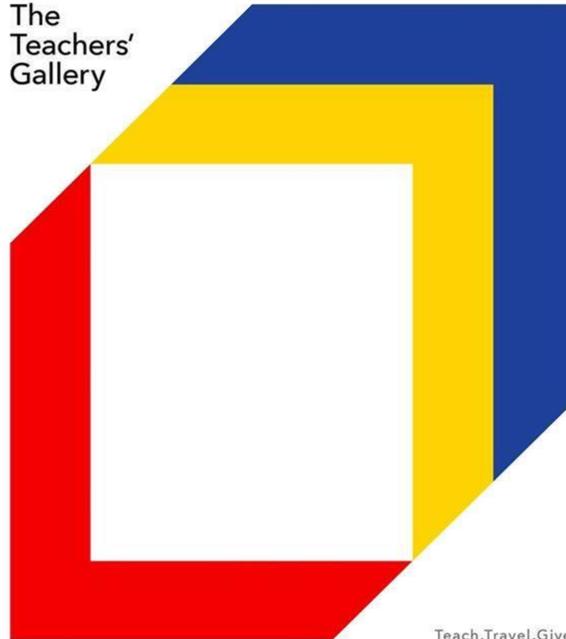
Teach What Matters

**And thrive in the work of
“teaching what truly matters”,
in spite of barriers.**

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Thank You!