


Sharing Best U.S. Practices in Inclusive Education

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Introduction

- ▶ Eric Hieser, Former Executive Director
 - ▶ Sturgis Charter Public School, Hyannis, MA (12 yrs.)
 - ▶ Leadership experience in 5 U.S. and international schools
 - ▶ School Profile: Public school with admission via lottery—2004→2015—1 campus of 400 & no waitlist→2 campuses of 400 each & 600 on waitlist
 - ▶ Why I am here—To share with you the transformative experience of inclusive IB classrooms and schools—
An Interactive Discussion
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What Do We Want for Our Students?


What are the key words and phrases in your school's mission statement?

What are your most fundamental beliefs about the purpose of education?


Share your key words & beliefs.



Themes in a Mission Statement

- ▶ Maximize individual student potential for ALL students
 - ▶ Global competency & perspective, International-mindedness
 - ▶ Contributors to their community
 - ▶ Inquisitive, passionate learners
 - ▶ Others?
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Inclusion Approaches

- ▶ We will read through each five approaches to inclusion in academic programming (belief statements about inclusion).
 - ▶ You will discuss with your partner why each approach is valid, worthy or not. What about the approach is appealing and what makes you skeptical?
 - ▶ For the sake of collaboration, your partner can build on your argument.
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Inclusion Approach “A”

Schools should guarantee each student will receive the same initial educational opportunity, and each student’s response to this initial opportunity will be used to determine the kind of academic program she/he receives going forward.

Valid, worthy, or not?



Inclusion Approach “B”

Schools should guarantee that each student will have easy access to all academic programs every year, regardless of past performance levels or other factors.

Valid, worth, or not?



Inclusion Approach “C”

Schools should guarantee that each student will receive an academic program that is well-designed to meet the student's unique needs.

Valid, worth, or not?



Inclusion Approach “D”

Schools should guarantee that each student will receive an academic program that is well-designed to enable her/him to demonstrate performance that meets or exceeds a common high level within a reasonable length of time.

Valid, worth, or not?



Inclusion Approach “E”

Schools should guarantee that each student will demonstrate performance that meets or exceeds a common high level.

Valid, worth, or not?



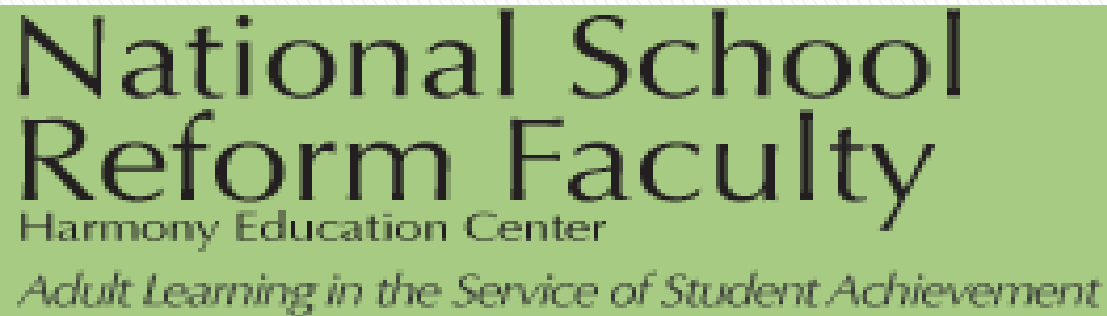
Inclusion Approach

Which approach is closest to your school's approach?



Reflection

How is this exercise about Approaches to Inclusion informative for teams supporting students with learning differences and other non-traditional and diverse learners? How, specifically, "should" this process be used in schools? in your school?




”The mission of the National School Reform Faculty is to foster educational and social equity by empowering all people involved with schools to work collaboratively in reflective democratic communities that create and support powerful learning experiences for everyone”

– adopted June 2001

International Baccalaureate

Founded in 1968, the **International Baccalaureate® (IB)** is a non-profit educational foundation offering four highly respected programmes of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world.



How does the IB define Access?

The IBO governing body, the Council of Foundation, has defined access as:

“enabling more students to experience and benefit from an IB education regardless of personal circumstances.”

What are the key words in this statement?



What does benefit from an IB education mean?

Can a student benefit from rigorous courses if he/she does not earn at least average results?

Definition of Student Success in IB

What descriptors would your school use to characterize Individual student success?

Share with your partner.



Students say....

"I'm not done with my dreams, but know that I have been successful so far because I've worked toward my goals regardless of my disability."

"I believe that success is reaching my own personal dreams"

"Success is defined by who we are, what we believe in, and what we think it means to be successful."

"It's achieving my goals on my own terms and at my own pace"

success



IB Learner Profile

-Inquirers

-Knowledgeable

-Thinkers

-Communicators

-Open-Minded

-Principled

-Risk-takers

-Caring

-Balanced

-Reflective


Don't we want to develop these traits in ALL students?



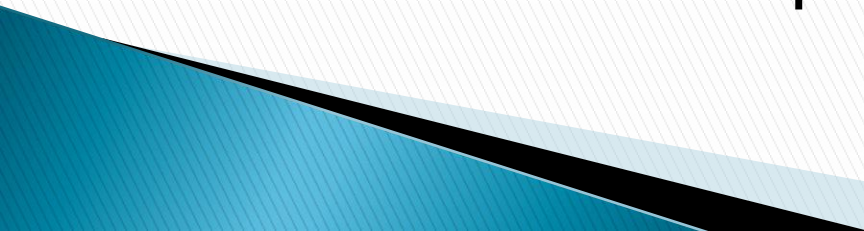
Definition of Success

What goals and measures does your school use to define student success?

How Do You Define Success in Your School's Program?

- ▶ Compare Ave. Scores to Local or Worldwide Ave.
 - ▶ Compare % of Students Attending 4-year colleges
 - ▶ Compare Ave. Exam Results to Local or Worldwide Ave.
 - ▶ Compare % of Graduates Earning a Highly Respected Diploma
 - ▶ Compare % of Graduates Earning at Least a Certain Minimum Score on College Entrance Exams
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Alternative Ways to Define Success

- ▶ Average number of college entrance course exams taken by each graduate
 - ▶ Average number of college entrance course exams taken by students with learning differences
 - ▶ Year to year increase in average number of college entrance course exams taken
 - ▶ Student ability to accurately predict their IB exam results
 - ▶ Student & parent surveys rating how the student achieved academic potential—Personal Best!!
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International Baccalaureate for All

“IB for All” at Sturgis Charter Public School:

- Admission by lottery
- 26 credits to graduate—7 courses/year
- Grades 11–12—only IB courses offered
- Grade 9–10—only unlevleled ‘IB prep’ courses
- Participation valued equally with performance

School Culture Beliefs

School Culture has a Significant Impact on Learning:

- Student Learning Is Why We Are Here
- What Is Best for Student Learning Drives Decisions;
Start with Why, then How, then What
- We Want to Create Learning Rather than to Teach
- The New 3 R's—Rigor, Relevance, Relationships
- Recruiting Faculty is the Most Important Thing
- Hire Great People & Stay Out of Their Way
- Control → Compliance
- Creativity/Expertise → Commitment


School Culture Beliefs

School Culture has a Significant Impact on Learning:

- Knowledge, Skills, **Habits, Attitudes, Values**
- Specifically Plan Culture Building Activities/Events
- If It Was Easy, the It Would Not Be Worth Doing
- We Teach Kids, Not Stuff
- Challenge Each Student: Personal Best Each Day
- It is Not about What Student Next to You Does
- Create a School Mindset: It Is Hard, but Worth It
- Undeserved Praise IS Demotivating

School Culture Beliefs

School Culture has a Significant Impact on Learning: |

- Not the End Result; the Journey Is Most Important
 - What Is Best for Student Learning Drives Decisions
 - Students Don't Fail because Incapable; They Fail because They Don't Do Their Work
 - It is Not What You Know; but What You Do with What You Know
 - Be All that You Can Be!
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School Culture

Opportunities for promoting INCLUSION:

- Faculty Orientation & Meetings
- Collaboration beyond Structured Meetings
- Prerequisites—Very Few—Effort & Journey—Score of 2 or 3 OK?
- “Soft Deadlines!” (Student learning more important)
- Objective Ways to Measure School Culture:
 - High School Survey of Student Engagement
 - Boston College
 - Harvard Graduate School of Education
 - OECD Test based on PISA

I.B. Participation 2015

Number of Certificates and percentages of students

	<u>Sturgis</u>	<u>East</u>	<u>West</u>
Total Exams	210	102	108
HL/SL	524/696	264/328	260/368
At least 1	100%	100%	100%
At least 3	99%	100%	99%
At least 6	86%	84%	66%
Inclusion Students	29→138	15→75	14→63 (1 took 1)
Full Diploma	65%	64%	66%

I.B. Performance 2015

Scores (1–7) and Percentages of students

Sturgis

East

West

RESULTS

% of scores @3+	88%	88%	90%
% of scores @ 4+	59%	63%	62%
% Inclus. scores@3+	76%	71%	76%

STUDENTS

% w/ at least one 3+	100%	100%	99%
% w/ at least one 4+	93%	97%	96%
% Diplomas achieved	62%	60%	53%

For What Purpose?



The rigorous International Baccalaureate is rapidly growing in popularity in schools across the country.

A GLOBAL TEST GAINS GROUND

BY PAT WINGERT

WHEN PEOPLE CONJURE UP AN IMAGE OF HYANNIS, Mass., they think: wealthy seaside resort town, home of the Kennedy compound, and they assume the local public schools are filled with rich kids. But the people who reside in the fancy houses come only in the summer. The families who live here all year long tend to be ordinary, middle-class people, many of them in service industries. The test scores coming out of area schools tend to be pretty ordinary, too.

But when the townspeople started looking for a way to pull those scores up, they took their inspiration from some of the most elite private schools in the country, and then gave it a populist twist. They opened a public charter school offering the International Baccalaureate program to any student interested in pursuing it, an approach that's called IB for All.

Generally considered one of the most rigorous high-school curricula in the world, IB was designed after World War II for the children of diplomats who sought an internationally recognized diploma that would command respect around the world. To receive an IB diploma, high-school seniors must pass written college-level exams (each five

hours long) in six core subjects, including at least one foreign language, covering the material they've learned over the past two years. To ensure fairness, the tests are scored by outside graders. In addition, the degree requires students to write a 4,000-word thesis and complete lessons in philosophy.

Growth of IB schools around the world has been steady over the past 40 years, but it's now in 758 schools. The pace has been particularly brisk since 2000, when more U.S. schools began using it to spur higher achievement. Because IB requires high-school students to do college-level work, many schools continue to restrict access to their most capable students. Others offer

IB FOR ALL Student Marc Bruno works on his laptop at the Sturgis school in Hyannis.

IB for All, but have school admissions standards that winnow out weak students. Hyannis's Sturgis Charter is one of only two IB for All schools that are open to all students. It fills its classes via public lottery. "We don't screen out students with low grades or test scores or those who write poorly," says Eric Hieser, executive director of the school. "If they want to challenge themselves, we'll tell them to give it a go." Not every student at Sturgis earns the full IB diploma, but Hieser argues that it's still a major accomplishment to pass an IB class. "Everyone here develops the kind of mind and skills that will ensure their success in college," he says.

Senior Taylor Finkelstein, 18, is a case in point. The second youngest of five children, she thought of herself as "just a nice, quiet girl who never raised her hand. I never pushed myself." When IB was introduced at the start of her sophomore year, she felt intimidated. But the combination of small classes and challenging work helped her gain confidence. "This spring, she amazed herself by sitting for exams in science, English, history and art. "I thought they'd be really hard," she says. "But when I sat down to take them, I felt really prepared. I've become more of a student than I ever thought I could be."

Despite its successes, IB is not without its detractors. Some critics complain about the cost. IB charges every school \$8,000 a year as a base fee, no matter its size. There are extra costs for the exams and teacher training. In a few places, like Upper St. Clair, Pa., there is unease by some conservatives about the global—rather than strictly American—focus of the program. Supporters note that IB gets funding from the conservative Bush administration. Despite that assurance, the conservative majority of Upper St. Clair's school board voted last year to end its IB program, setting off a local firestorm. Parents who support the program filed suit and got politically active. Last Tuesday, school-board elections were held, and a new pro-IB majority was voted in.

That's the kind of passion driving IB's popularity. Brad Richardson, the regional director of IB in North America, says that in the last few years, IB name recognition has increased substantially. With it will come more growth, he says. "We may now be at the tipping point." ■

- ▶ This spring, she amazed herself by sitting for IB exams in science, history, English and art. "I thought they'd be really hard," she says. "But when I sat down to take them, I felt really prepared. I've become more of a student than I ever thought I could be".

Choose Slimmer texts

Average length:

Poems – 50 lines

Short stories–20 p.

Plays – 79 p.

Novels – 131 p.

Why?

- Account for discrepancies in processing speed
- Can be read primarily in-class
- More time to analyze




To account for learning styles, I also use:


- audio books
- supplemental cinema (*Hamlet* DVD)

“Choose books for kids inclusion, not to impress other English teachers”.
– Arthur Pontes

Inclusion for IB Candidates

- ▶ The arrangements listed are for inclusion because they require authorization from the IBO, unless stated otherwise.
 - ▶ Supporting documentation is required
 - ▶ There are also other arrangements not requiring authorization
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IB Arrangements for Inclusion

- ▶ Additional Time
 - ▶ Rest Periods
 - ▶ Information & Communication Technology
 - ▶ Scribes
 - ▶ Readers
 - ▶ Communicators
 - ▶ Audio recordings of examination papers
 - ▶ Audio recordings of responses to examination papers
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Special Inclusion Arrangements

- ▶ Transcriptions
- ▶ Prompters
- ▶ Modifications to examination papers
- ▶ Alternative venues for examinations
- ▶ Extensions to deadlines (illness)
- ▶ Assistance with practical work(i.e. physical disability–field work)
- ▶ Exemptions from assessment (i.e. severe speech disorder exempt from IA in group 1 a 2)

Sam's Video



What is our vision for our students?

Do we want the best preparation for university and life Limited to our best and brightest--

or

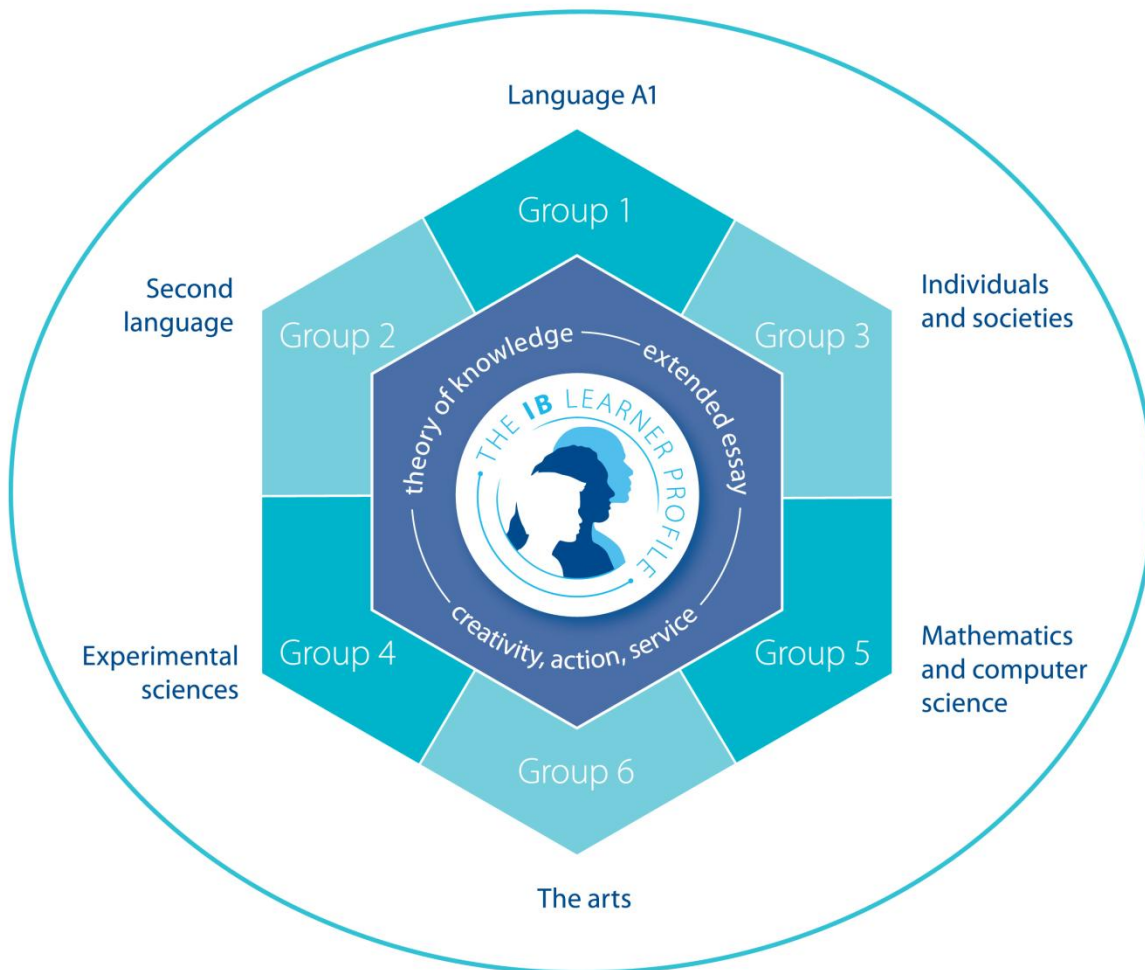
Do we want to equip ALL students with the habits of mind and the critical reading, literary analysis, and problem solving skills that they will employ for the rest of their lives?

Questions



Contents: What does the Diploma Programme curriculum contain?

The curriculum contains six subject groups and a core of three parts.



Students study concurrently:

- three subjects at higher level (240 hours each).
- three subjects at standard level (150 hours each).
- all three parts of the core.

The IB Learner Profile and the core are central to the philosophy of the Diploma Programme.