



# ***Leadership & Capacity Building for Effective Inclusion***

**Santa Barbara Unified School District**

**Board Presentation**

**Wendy W. Murawski, Ph.D.**

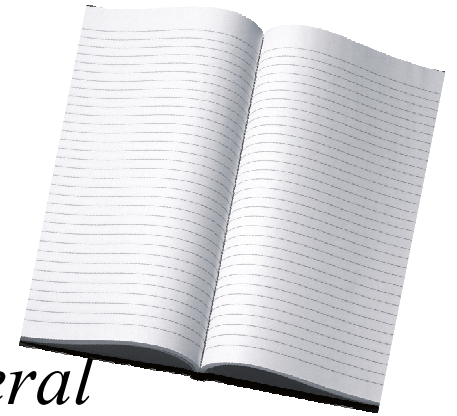
*Endowed Chair & Executive Director*

*Center for Teaching & Learning*

*California State University, Northridge*

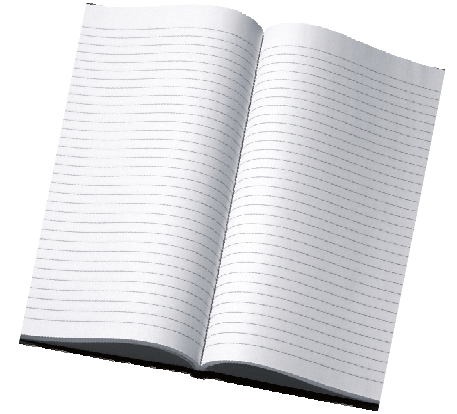
# Getting on the Same Page

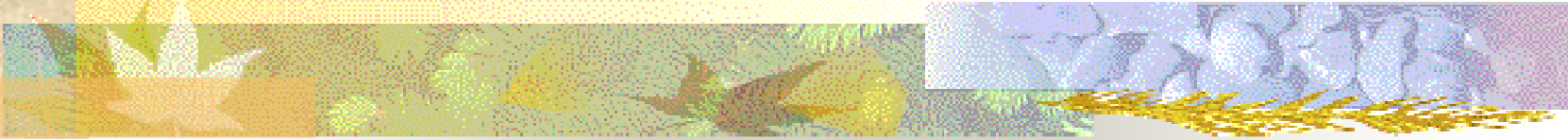
- **Inclusion** - *A philosophy that states that students with special needs have the right to receive their education in a general education setting (classroom, extracurricular activities, breaks, other non-academic school events & functions), with necessary supports and services provided in that setting; this involves supporting students in the areas of need, which may include academics, behavior, social skills, self-esteem, and so forth. (Different than FULL INCLUSION)*



# Getting on the Same Page

- **Collaboration** – *A style of interaction in which two or more individuals work together toward a common goal (Friend & Cook, 2003); not specific to an individual task*
- **Co-teaching** - *occurs when two or more educators co-plan, co-instruct, and co-assess for a group of students with diverse needs in the same general education setting (Murawski, 2003)*



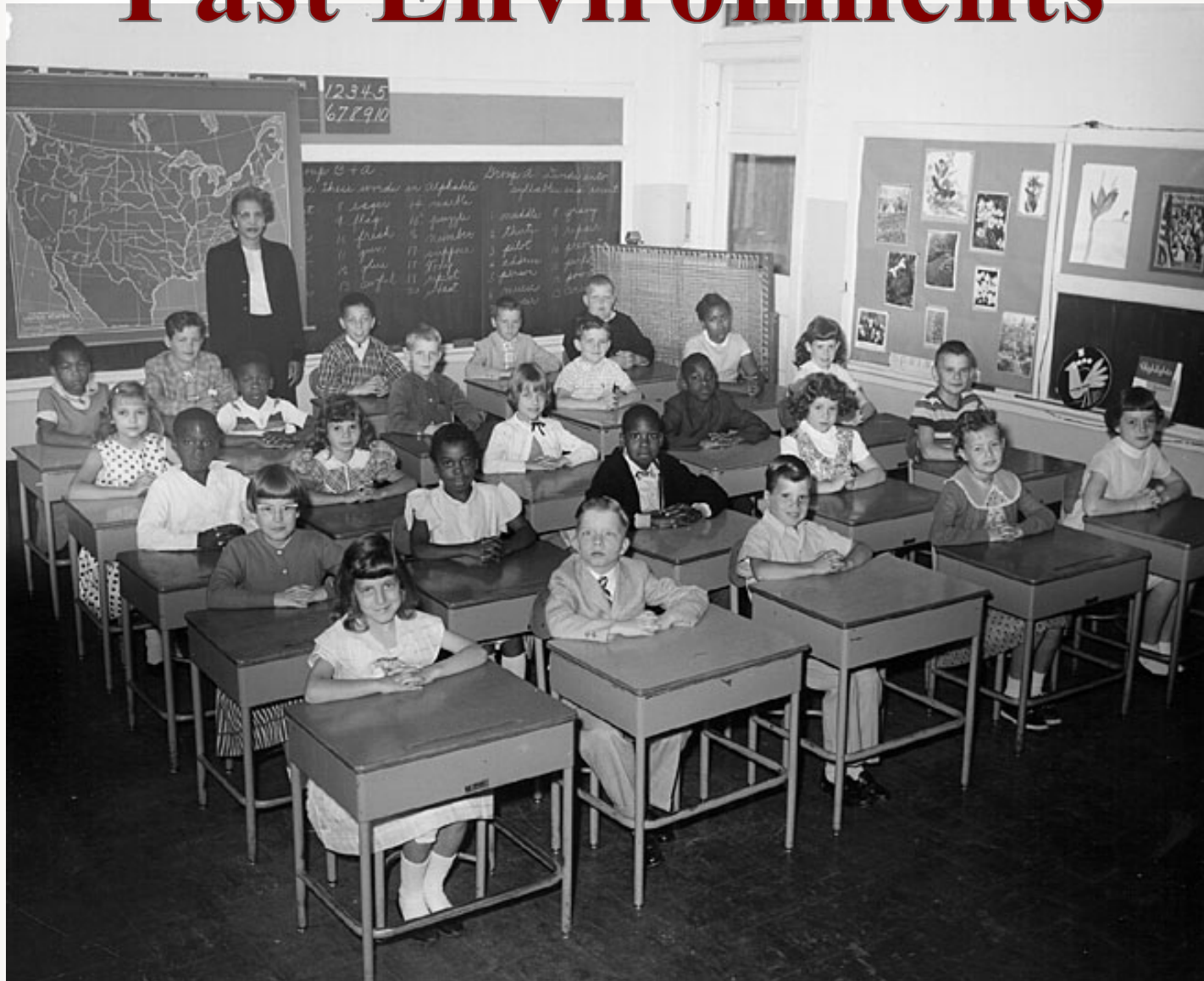


# NCLB, IDEIA ' 04 & Co-Teaching: Legally, a nice fit!

- **NCLB (aka NTLS)** –
  - Requires “highly qualified” **content** teachers
  - Raises the bar on standards-based instruction
  - Requires assessments & accountability
- **IDEIA ' 04** –
  - Emphasizes least restrictive environment
  - Encourages general education participation
  - Requires access to general education curriculum
  - Stresses collaboration between stakeholders



# Past Environments

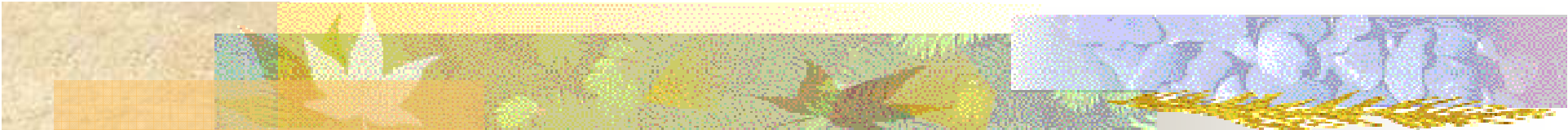


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# 21<sup>st</sup> Century Environments



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# Essential Question of Co-Teaching

How is what co-teachers are doing  
**together *substantively different***  
***and better for kids*** than what  
each of them would do alone?

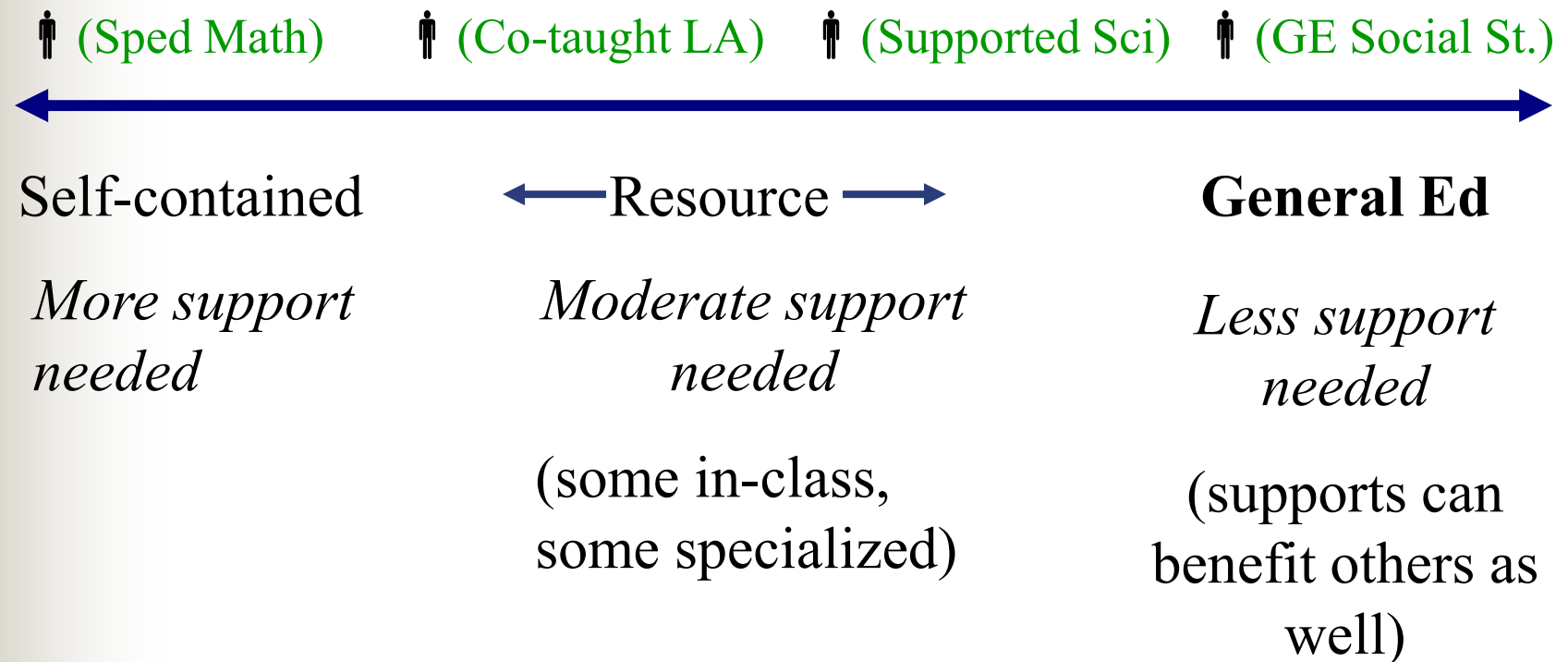
(Murawski & Spencer, 2012)



# The Collaborative Continuum

*Start to think about it differently...*

**It's about the KID and the NEED...  
not the LABEL or the PLACE!**







# SBUSDs District Inclusion Plan & Progress

- Multiple meetings of Community Inclusion Committee – worked on definitions, sharing present level of progress, needs across district, suggestions for communicating with parents/other stakeholders, possible goal of giving constructive feedback to schools during implementation



# SBUSDs District Inclusion Plan & Progress

- Multiple meetings of Principals at all levels— shared definitions & clarified goal of district to become more inclusive; shared needs/concerns/barriers/benefits/strengths; emphasized need to have Individualized Action Plans; will be meeting with Secondary on 2/4 and with Elementary individually to create these plans



# SBUSDs District Inclusion Plan & Progress

- Multiple meetings of Asst Superintendents & Special Education Management Team—shared definitions, paperwork, strategies, goals, overall needs; still working on final district plan & language for paperwork/ IEPs; will work with Management Team to ensure consistency & capacity building across schools



# SBUSDs District Inclusion Plan & Progress

## ■ NEXT MAJOR STEPS:

- Building Individualized School Action Plans
- Disseminating information across stakeholders
- Ensuring “Inclusive Practices” are infused across ALL initiatives, actions, & activities in district
- Professional Development with teachers



*Why do we need to change?...*  
**Because It's Right For Kids!**



*Ensuring Quality Service Delivery takes  
work – but it's worth it!*

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**Thank you for supporting all  
students & their success**

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