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Greetings!!

By the time you receive this summer issue of PSI Net, many students will have graduated, classrooms will have been cleared and cleaned, and the anticipation of summer relaxation will be on many of our minds. We're sending you off with a packed issue of PSI Net that focuses on *Pathways to Inclusion*. As the idea of accessible education for all becomes ever more critical, we highlight some exciting models of social, academic and physical inclusion practices from the PSI network, in addition to a brief historical overview to put the issue in perspective. An interview with Terri Wellner and Darlene Jones-Inge at the Patrick O'Hearn Elementary School (a full inclusion school in Dorchester) focuses on *Co-Teaching* and its role in inclusion. We also describe the exciting work at the Harbor School in creating pathways for elementary and middle / high school students, and how they incorporate inclusion practices as they do so.

Our collected quotes reflect how hard working, dedicated teachers like you are recharging over the summer break.

Finally, we bid adieu to our stalwart academic interns Megan and Catherine and welcome Jay Golon for the summer - all recent graduates of the Harvard Graduate School of Education.

Wishing you a restful and rejuvenating summer -

Ruth Feldman

Executive Director, PSI

[A Brief History of Inclusion](#)

Before the Rehabilitation Act of 1973, many disabled children in America had no right to public education. This 1973 Act, followed by the passage of the Individuals with Disabilities Act (IDEA) and the Education for All Handicapped Children Act in 1975, began a movement to include children with disabilities in regular classrooms. In more recent history, a push for full inclusion has sparked debates about the best way to educate diverse learners - including students with physical, emotional, or mental disabilities - within one classroom.

As districts increasingly adopt inclusive classroom models, schools are working to provide the supports needed to make truly inclusive education a reality for millions of disabled and non-disabled students. These supports include curriculums designed for differentiated learning, schools equipped to provide appropriate accommodations for students with special needs, and teachers trained in diverse methods of instruction.

This issue of PSI Net will take a close look at two public schools working to develop innovative full-inclusion models: the Patrick O'Hearn Elementary School and the Harbor Middle School. Both Boston schools are committed to providing untracked, inclusive classes for all students and have made significant investments in teacher training and curricular design to make this commitment a reality.

Co-Teaching for Inclusion

Co-teaching - where two teachers share responsibilities within a classroom - has gained increased traction in public education. PSI recently spoke with Terri Wellner and Darlene Jones-Inge, both of the Patrick O'Hearn Elementary School in Dorchester, about their many years of experience with co-teaching.



Co-teaching, say Wellner and Jones-Inge, developed in concert with the O'Hearn's renowned inclusion program. With two teachers in the room, it's easier to individualize instruction for students with cognitive, behavioral, and physical disabilities learning alongside their typically developing peers. For example, Jones-Inge shares, one teacher might read a story to the entire class, then break students into smaller groups. One group of students can research the story independently on a computer, while another listens to the teacher read the story a second time. A third group might listen to the story as well, but using the assistive software Kurzweil, while a fourth group reads an abridged version of the story and fills in the blanks of an outline created by a second teacher. Using this model, each student in the class accesses the same

material with varying degrees of detail and depth - an outcome that would be near-impossible without two teachers in the room.

At the O'Hearn, each teacher pair consists of one teacher certified in special education, and one with a standard licensure. However, most O'Hearn teachers hold dual certification. Wellner and Jones-Inge, who co-teach with their respective partners yet often speak together about co-teaching at peer workshops, and have identified six styles of co-teaching they use frequently in their classrooms. They are:

1. One teach, one observe
2. One teach, one assist
3. Station teaching
4. Parallel teaching
5. Alternating teaching
6. Team teaching

No matter what style a particular day assumes, Wellner and Jones-Inge stress that co-teaching at the O'Hearn looks different in every classroom - no one size fits all. Yet while there is no set recipe for co-teaching, Jones-Inge says, the success of co-teaching at the O'Hearn "comes out of wanting children to do well and succeed, believing in the inclusive philosophy, and being committed to working together by being respectful of each other." At no time should co-teaching feel like an evaluation; having another teacher in the room doesn't mean you *can't* handle all the work by yourself, just that two teachers will *better* serve all students in the class.

For instructors just beginning to co-teach, Wellner and Jones-Inge offer three pieces of advice. Foremost, remember that the first year will be the most difficult. Most teachers are not accustomed to sharing space with another instructor, and must learn to split responsibilities like discipline, planning, and classroom management. Cooperation, consideration, flexibility, and respect are essential for developing camaraderie and a working relationship with your partner. Once you learn to work with the other teacher in the classroom, says Jones-Inge, "your life is going to be so much easier." "Co-teaching," Jones-Inge adds, "is almost like a good marriage." The second point of advice for co-teaching, Wellner says, is to structure co-planning time. At the O'Hearn, each teacher's schedule includes time to meet and plan lessons with their partner. Lastly, says Wellner, don't be afraid to ask for help. Whether it's experienced "mentor" teachers, workshops, or even websites, any assistance - especially during the first year of co-teaching - will be invaluable.

A Harbor--O'Hearn Pathway

The Harbor Middle School and Patrick O'Hearn Elementary School have spent two years in collaboration to create a K-8 education pathway. This pathway guarantees seats for O'Hearn students at the Harbor when they reach middle school.

As part of the proposed pathway, the Harbor agreed to shift to a full-inclusion policy aligned with the O'Hearn's, which has been long-considered a pioneer in inclusive education. Teachers from the O'Hearn noted with excitement that the pathway will create an opportunity for all children to be part of an inclusive middle school environment - something O'Hearn students have not been guaranteed in the past. In 2006-07, the first cohort of O'Hearn students attended 6th grade at the Harbor.



Geri Bargar, Director of Special Education at the Harbor, explained that this endeavor has required a "50/50" collaboration between schools. "Both schools can see what they are getting out of it," Bargar said, and the transition has asked the two schools to "build a friendship. We trust you. You trust us."

To help facilitate the transition, 6th grade teachers at the Harbor received training and support from O'Hearn teachers and coaches prior to the start of the 2006-07 school year. Additionally, inclusion coaches from the O'Hearn have met with 6th grade Harbor teachers twice a week. These meetings focused on the needs of individual students, curriculum planning, and developing ideas for modifying classroom assignments. The pathway inclusion mandate has also led the Harbor to hire more Special Education Teachers. Because of their growing numbers, Bargar commented, these teachers have had greater input in curriculum planning, and more time to interact with parents.

In September of 2007, the Harbor School will move into the building previously occupied by the Cleveland Middle School. Eventually, the 4th and 5th grades from the O'Hearn will attend school in this new Charles Street Site, while the O'Hearn's building will be used exclusively for K-3 students. Bargar feels that the Harbor's special education teachers played an important collaborative role in planning building renovations for the new school site. These renovations, planned with O'Hearn teachers and parent leaders from both communities, will include a Learning Center for each grade, and desk space for special education teachers in each classroom. Bargar made clear that "environment is important. Teachers gave input to the kind of furniture that will be in the rooms. There will be horseshoe and trapezoid-shaped tables for small groups." Attention to such specific classroom detail is essential to designing inclusive spaces that are flexible

and can be used to foster small group discussions. Classroom designs that facilitate inclusive learning, added Bargar, are an essential resource for teachers.

Overall, Bargar also noted that "Inclusion really means everybody. It's a philosophy for teachers, administration, parents, and management. The whole community buys-in and takes ownership. Collaboration with the O'Hearn has helped. We can watch their model."

Please visit The Harbor School at <http://www.boston.k12.ma.us/harbor/>

And the O'Hearn School at <http://www.boston.k12.ma.us/ohearn/>

NEWS AND EVENTS from PSI

SNIP Celebration

PSI celebrated its fourth year of the Support Network for Innovative Principals (SNIP) with a dinner and gathering on June 13 at Sullivan & Worcester in downtown Boston. Through its 5 cohorts from Boston and Lowell, SNIP has connected over 50 school leaders from more than 10 districts across Massachusetts, and continues to provide a space for school leaders to share successes, support their colleagues, and think critically about their leadership within their schools. Many thanks to all those who attended!



Gathering of Leaders

PSI had the honor of documenting *A Gathering of Leaders: A Contemplation on the Education of Black Male Students*, organized by Atlanta Communities at Wheelock College, June 3-5. Over 30 educators from across the country shared experiences of leading single-gender schools for African American boys. It was inspiring to hear from so many dedicated school leaders addressing one of the gravest challenges in society today. For more information on the conference, please visit <http://conspiracy-of-care.blogspot.com/>.

Staff Update

PSI welcomes Jay Golon as our summer intern. Jay graduated from Harvard's School Leadership Program in June, and will be the Social Studies Department Chair at the Epiphany School in Dorchester this September. Prior to Harvard, Jay taught middle school at the Trevor Day School in New York City. This summer, Jay will focus on reviewing and revising the PSI Model Schools Inventory. Welcome aboard!

Model School in the News



The Boston Herald recently featured Dr. Claire Crane of the Robert L. Ford School in Lynn, MA in an article entitled "Principal Transforms Lynn School, lives."

(<http://news.bostonherald.com/localRegional/view.bg?articleid=1005658>)

PSI is proud to count the Ford School as a PSI Model School, and would like to congratulate Dr. Crane and the Ford on their remarkable achievements - as well as the great press.

PSI Publications

\$20.07 End of Year Book Sale for one more week!

Check the PSI website www.psinnovation.com/PSI/howtobooks.html in June for incredible savings on many PSI publications.

A New Title in our *Wisdom of Educator Series*

Working with Your Faculty is a book of case studies, strategies, tools, and concepts based on the wisdom of public school principals and their experiences building working relationships with their faculty. While every principal has the inspiration to lead, every principal has wrestled with the best way to do so. This book shares the wisdom and experience of nearly

forty public school leaders who have struggled with this challenging topic during the course of their participation in our SUPPORT NETWORK FOR INNOVATIVE PRINCIPALS (<http://psinnovation.org/PSI/btft15.html>).

Quotes of Note

For this edition, we asked teachers and principals:

What are you doing to re-charge this summer?

"Taking a poetry course!"

"I'll be getting in touch with my inner child (literally and figuratively) by spending time with my three-year-old son!!"

"Make my own lunch. At home. In the middle of the day."

"Beach hop on the yacht in Trinidad! (not mine)"

"I'm going back to school! I'm taking a course to help me help students read better."

"I'll be in a constant reclined position."

"Sitting on the porch, watching the ocean and reading some great books."

"Sailing up and down the Eastern shore."

"Going on a three-week to Puerto Rico to visit my family."

"Working on the house (still!!) and on Mum's garden - nothing like digging in the dirt to refresh the soul!"

"Reading, reading, reading, and teaching summer school."

Your Online Searching and Shopping can help support PSI

Helping PSI to transform education is only one click away -

Here are two simple ways to help support PSI's mission of transforming education by sharing success through your everyday, online activity. Both sites are free to use, and allow you to indirectly donate to PSI.

GoodSearch (www.goodsearch.com) There is a new and easy way to raise money for PSI just by searching the Internet with GoodSearch.com.

It's simple. You use GoodSearch.com like any other search engine - the site is powered by Yahoo! - but each time you do, money is generated for PSI.

Last year, search engines generated close to \$6 billion in revenue from advertisers. With GoodSearch, part of this advertising revenue will now be directed to PSI.

We hope that not only will you use GoodSearch as your main search engine from here on out, but will also pass this message on to your friends and family. The more people who use this, the more money will go to PSI.

DO GREAT STUFF (www.dogreatstuff.com) Another easy way to raise money for PSI is by completing online purchases through many major merchants at DoGreatStuff.com.

With your help, it's really quite simple. Online merchants are willing to pay commissions to sites that bring them customers, because they really want your business. Merchants will know that you have come to

them through Do Great Stuff and pay commissions to Do Great Stuff when you buy. Do Great Stuff uses those commissions to make it possible for you to support a cause you care about. You still get access to all the merchant's great offers, free shipping programs or any other specials.