

## Four “A”s Text Protocol – Ch. 1 – Leading for Social Justice

What do you **Agree** with in this text?

- ✓ # labeled increasing
- ✓ SWD go out more than reg. ed
- ✓ Most pull out don't work
- ✓ Most students should be taught in gen ed.
- ✓ Outcome Sped dismal
- ✓ ED students in general ed high ac. Ach & social outcomes
- ✓ Realign staff
- ✓ Students should be in neighborhood schools
- ✓ Design lesson for universal access
- ✓ Heterogeneous grouping is best
- ✓ Small & large group instruction Both have place
- ✓ Inclusion does not always benefit – some students get support some do not
- ✓ Special programs fail consistently
- ✓ Isolated educators don't share knowledge
- ✓ Classroom teachers relieved from responsibility
- ✓ Labeled students dependent on staff
- ✓ Students who are labeled are pulled away from their classrooms to receive services (disconnected from classroom)
- ✓ The philosophy of student equality in accessing the curriculum
- ✓ Research proves that segregating students is not working (for identified special education students)
- ✓ Services should be proactive
- ✓ Read & Math 180 Students should be scattered throughout the school day.
- ✓ Blame/Excuses are used to describe issue between Regular Ed. & Special Ed Teachers. (Lack of Knowledge, Did Not Turn In IEP Paperwork)
- ✓ Field Trips should include all students... Do not eliminate based on IEP/Behavior Issues.
- ✓ System need to accommodate the students.
- ✓ Regular Ed. classrooms will allow higher achievement and more positive outcomes.
- ✓ Educational practices need to be proactive
- ✓ Primary aim of teaching is prevent student failure
- ✓ Students do not have to qualify for Spec. Ed. Services to receive a curriculum & instruction that meets their needs.
- ✓ Clustering Special Ed. creates segregated inclusion
- ✓ Alternative School should be a place of choice not assigned by staff.

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What **Assumptions** does the author of this text hold?

- This will fix it
- The article assume students with labels can only learn when pulled out
- Teachers will be able to work with all students
- All teachers have a desire to teach all students
- 21 percent have capacity to meet the student's needs
- Know how to deal with students of trauma
- Teachers are not putting forth appropriate effort
- All support programs are ineffective
- Universal desire of staff to learn how to address the needs of all students (capacity)
- It is completely feasible for one teacher (in which capacity has been built) to effectively address the individual learning needs of each student in their classroom
- This model will work in any district (ratio, willingness, etc...)
- The LCS Curriculum is not the same for Special Ed. & Regular Ed Students.
- She assumes that everyone is at the bottom of the cliff... Few educators are at the bottom of the cliff.
- Teachers assume they cannot help students until they have failed or been labeled.
- This process build teacher capacity with in turns builds academic success.

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What do you want to **Argue** with in this text?

- Students only get help when they fail
- ED students in gen ed – how will this work?
- Students should be able to volunteer into a program
- What to do with severe behavioral students label or not
- Can we attend all schools... i.e. magnet schools
- What is the impact on funding?
- What effect does the model have on “typical” students
- With limited resources, how can we ensure that all teachers have capacity built?
- Will students be able to appropriately select services?
- Are we throwing away the inclusionary model of co-teaching?
- The LCS Curriculum is the same for Special Ed. & Regular Ed. students.
- We don't have 2 Guidance Counselors for each grade level.... Staffing Issues Will Be Created.
- My experience show some of the best teachers have a special ed background
- Students should be allowed to choose which courses they want to access.
- Instructional delivery vs. student choice
- Data is 15 years old... where has this process been for the past 15 years? If so good why are we not doing it before now?
- Read 180 goes against the Social Justice program from the start.
- Student choice – what is the definition? What is their learning style? How do they learn best?

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What parts of the text do you want to **Aspire** to (or **Act** upon)?

- ✓ Equity data? Look deeply SWD / AA
- ✓ More Proactive
- ✓ More differentiation in Core UDL
- ✓ Service Delivery – Delivery into more –
- ✓ Hetero grouping
- ✓ Funding & resources merge
- ✓ If no program that fits needs listed how would we help students?
- ✓ Students can all be successful
- ✓ Meeting needs of all students...academic, social, behavioral
- ✓ Schools don't have to look like they did 20 years ago...need to be more like a business and adjust to needs of students
- ✓ Provide assistance to students before they experience failure or are labeled
- ✓ Inclusive Title 1 and Enrichment programing
- ✓ Being committed to doing what's best for our students, not what's most convenient for us
- ✓ Building in differentiation during initial lesson design
- ✓ Would like to have multiple agencies working with students regarding educational goals... Not agency goals.
- ✓ Would like to be able to allow students the ability to schedule classes based on want & need (Math 180 – Read 180 – CTAG – Core Classes & Advanced Classes.)
- ✓ Special Ed. we have to grasp on how to shift from being a support staff to help build capacity of the Regular Ed. staff.
- ✓ Embrace an inclusive atmosphere of culturally relevance activities.
- ✓ Sharing responsibility