DOCUMENT RESUME

ED 481 856 EC 309 882

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TITLE	Directed Research Project: Integrating Curriculum for All Students, October 1, 1998-September 30, 2001. Final Report.
INSTITUTION	Massachusetts Univ., Boston.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	2001-00-00
NOTE	166p.
CONTRACT	H324D980074
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC07 Plus Postage.
DESCRIPTORS	Accessibility (for Disabled); *Disabilities; Grade 9; High Schools; *Inclusive Schools; *Integrated Curriculum; Interdisciplinary Approach; Parent Education; *Program Effectiveness; *Teacher Collaboration; Teamwork; Urban Education
IDENTIFIERS	Individuals with Disabilities Education Act; *Massachusetts; School to Work Opportunities Act 1994

ABSTRACT

This final report describes activities and accomplishments of a 3-year project that conducted research on the effectiveness of an intervention that complies with the Individuals with Disabilities Education Act, the School-to-Work Opportunities Act of 1994, and Massachusetts state standards. The project, conducted at two urban high schools, evaluated an integrated curriculum that included all students in ninth grade general education classrooms. The project's five goals were all accomplished: (1) to research the effectiveness of the interventions in assisting students with disabilities to gain access to and succeed in the general curriculum; (2) to develop and facilitate Curriculum Review Committees at the two high schools who review and adjust ninth grade curriculum and integrate school to work activities, identified skills, curriculum frameworks, and promising practices; (3) to develop transdisciplinary teacher support teams in each high school who assist educators to implement promising practices; (4) to provide outreach activities and educate families on the benefits of curricular adjustment and education reform; and (5) to disseminate research results throughout the state and nation. Appendices provide additional information on survey, training and technical assistance provided; sample curricula materials; conferences attended by project participants; research activities and timelines; research instruments used; overheads for a presentation on the project; sample matrices; summer institutes; parent training materials; and the report of the independent evaluation. (DB)

Final Report

Directed Research Project: Integrating Curriculum for All Students

CFDA # 84. 324D

October 1, 1998- September 30, 2001

Executive Summary

High school students, particularly those with disabilities, benefit from understanding the context surrounding their learning. School to Career efforts have been utilized by public schools as ways to contextualize learning for students, helping them to understand when they might use some content area information for a job, for example. Teachers also benefit from cross-departmental planning. They then know what their students are learning across subject areas and can help students to make connections among their subjects.

The Integrating Curriculum for All Students project (developed by the Institute for Community Inclusion and supported by the US Department of Education, Office of Special Education Programs #324D980074) engaged two urban high schools in undertaking this cross-curricular, inclusive restructuring over the course of three years (1998 - 2001). High school staff worked with staff from the Institute for Community Inclusion and the Federation for Children with Special Needs to revise curriculum, implement a more contextualized form of learning and teaching, and document the changes as participants (students, teachers and parents) experienced them.

Key goals of the project are described in detail below. The ICI and project participants were able to meet these goals, and the project provided many valuable lessons for urban high schools considering restructuring of this sort.

Project Description

The Integrating Curriculum for All Students project was a three-year project that researched the effectiveness of an integrated curriculum that included all students, including those with severe learning disabilities in general curriculum classrooms. The project design

included developing building-based Curriculum Review Committees (CRCs) at each intervention site that would use the National Consortium for Product Quality Standards to identify benchmarks present in quality School to Work curriculum and Integrating STW with Massachusetts Education Reform to review and adjust curricula instruction and content where gaps existed. Additionally, the project would train Transdisciplinary Teacher Support Teams (TTSTs) on promising practices such as integrating technology into curriculum and instruction, collaborative teaming, differentiated instruction, problem-based learning, and cooperative learning strategies. To achieve this, five goals were identified including:

(1) Research the effectiveness of the interventions outlines below in terms of assisting students with disabilities in gaining access to and success in the general curriculum in general 9th grade classrooms and of improving the career planning process for all students, including those from diverse cultures; then develop a blueprint that chronicles specific activities employed by each district to promote replication in other school districts.

(2) Develop and facilitate Curriculum Review Committees (CRCs) at the high school level, composed of representative stakeholders (e.g., curriculum coordinators, department heads, teachers, STW partners, students, parents, employers) to review and adjust ninth grade curricula in two urban school districts so that they integrate STW activities and SCAN Skills, along with Curriculum Frameworks, and incorporate promising practices.

(3) Develop Transdisciplinary Teacher Support Teams (TTSTs) in each high school that assist educators, through training and technical assistance, to implement promising practices and to guide ninth graders with disabilities,

including those with severe disabilities and from diverse cultures, to choose courses and access general curricula in regular classes.

(4) Provide outreach activities and educate a minimum of 300 families in participating urban school districts on the benefits of curricular adjustment and education reform for all students.

(5) Disseminate research results throughout the state and nation via ICI website, mailings, clearinghouses, (e.g., NICHY, HEATH, ERIC), and professional organizations (e.g., National Center for Research in Vocational Education, Research Institute on Secondary Education Reform, National Center on Educational Restructuring and Inclusion, NTA, ASCD, TASH, AAMR, UAPs, and Parent Training and Information Centers)

III Context

Overall, high school special education programs have not been successful in preparing youth with disabilities for life options (Sitlington & Frank, 1992; Wehman, 1996; Institute for Community Inclusion, 1997) and despite certain efforts to improve post-school outcomes for individuals with disabilities, outcomes remain alarmingly poor (Louis Harris & Associates, 1995; ICI, 1995; Sitlington & Frank, 1992; Wagner, 1993; Komissar & Hart, 1997).

One of the most promising movements on the horizon appears to be the School-to-Work initiative (STW), which has demonstrated significant outcomes, such as increased grade point averages, job attendance, and graduation rates, and a decrease in dropout rates. The STW initiative is designed to:

•Assist students in acquiring skills and labor market information needed to make a seamless transition from school to career-oriented work or postsecondary education;

•Prepare youth for a first job in a high-skill, high-wage career and in increasing opportunity for postsecondary education and;

•Integrate work-based and school-based learning, linking vocational and academic learning, and strengthening secondary and postsecondary education ties (All Means All, 1998).

STW initiatives and subsequent Secretary's Commission on Achieving Necessary Skills (SCANS), under the STWOA of 1994, are intended to serve all students, including those who are academically talented, who have disabilities, who are disadvantaged, and who are at-risk in preparing them for pursuits after high school. Typically, students with mild disabilities are included in STW, while students with more moderate or severe disabilities are either included in parallel, segregated, "special" STW efforts or are not part of the initiative at all. Nationally, STW programs that include students with more significant disabilities are the exception (National Forum on STW, 1997). STW efforts in Massachusetts mirror these national patterns (Hart, 1997).

The next part of the challenge, then, is to review and adjust the traditional high school curricula to reflect an integrated approach supported by School-to-Work (including SCAN Skills) and educational reform standards (Massachusetts Curriculum Frameworks and Comprehensive Assessment System), and to teach teachers how to apply promising practices when implementing all curricula. 'Integrating Curriculum for All Students" proposes to research the effectiveness of interventions that address the requirements of both IDEA'97 and STWOA and will result in an integrated approach (Educational Reform with STW) that offers students of all abilities the highest quality education and the best preparation for adult life. The Institute for Community Inclusion (ICI) in partnership with the Federation for Children with Special Needs (the state Parent Training and Information Center), proposed to work collaboratively with two

urban school districts – Chicopee and Malden- to research the effectiveness of integrated curricula that includes all students, even those with severe disabilities, in general curriculum and in the regular classroom. The choice of these districts was based on the projected dropout rates for 1999 of 40% and 25%, respectively. Both districts worked on previous initiatives geared toward inclusive education reform and were committed to initiating efforts at the high school level.

Note: As stated in previous project progress reports, due to a change in school administration and numerous school initiatives, the Chicopee Comprehensive School staff had to withdraw from the project in January 1999. Because of previous collaborations with the Worcester Public Schools, South High Community School in Worcester became the second intervention site. Staff from Chicopee agreed that Chicopee Comprehensive would be the control site for the project.

Research Design

The research project included developing building-based Curriculum Review Committees (CRCs) in each intervention site that will use the National Consortium for Product Quality Standards (May, 1996) to identify benchmarks present in quality STW curriculum and *Integrating STW with Massachusetts Education Reform* (February, 1997) to review and adjust current curricula. Additionally, the project was designed to train Transdiciplinary Teacher Support Teams (TTSTs) on promising practices with which to implement curricula, such as integrating technology into curriculum and instruction, collaborative teaming, differentiated instruction, problem-based learning, and cooperative learning strategies. Simultaneously, the Federation for Children with Special Needs would develop and implement a marketing campaign at each intervention site designed to invite parents of students in grades 8-12 to become actively

involved or, at a minimum, knowledgeable about the importance of this initiative and what it means for educating their child and all children.

This research project proposed a unified approach that would require special education teachers, as well as general education teachers, to teach the general education curriculum to all students, even as students with more significant disabilities take their place in regular education classrooms. Practices regarded as most promising would be incorporated into adjusted curricula to develop a more complete understanding of how learning could more relevant and engaging, i.e., more authentic, to students with and without disabilities.

IV How goals were accomplished

This section of the final report details progress in accomplishing the goals and objectives of the project for the grant period October 1998- September 2001. Accompanying each goal and corresponding objective(s) is a timeline that will identify if a particular activity was attained or not. Following each table is a detailed discussion of the project accomplishments as they related to the stated project goals and objectives for the given time period. Additionally, any changes from the original grant application that occurred are discussed.

In September 1999 Malden High School and Worcester's South High Community School both implemented plans to provide ninth graders an inclusive education. At Malden High, teachers and project staff for the Integrated Curriculum Project (ICP) collaborated over the course of the 1998 –1999 school year to design the new ninth grade model. After the Curriculum Review Committee reviewed their ninth grade curriculum, a Transdisciplinary Teacher Support Team (TTST) was formed. These teachers established two integrated ninth grade teams incorporating half of the ninth grade. To prepare for this model, a number of steps were taken

over the next nine months. These steps included: creating a student schedule that allowed block scheduling over a four-block period every morning, incorporating common planning time for each team, identifying multiple methods to consistently communicate with families, designing an achievement center, determining team-wide discipline policies, creating alternative quarterly progress reports and identifying supplies needed to support student organization.

In August 1999, with plans completed, Malden TTST participants identified training needs and a training schedule with ICP staff. Topics included: integrated curriculum strategies, co-teaching, writing strategies for struggling writers, and differentiated instruction. In Worcester, planning was delayed slightly because of the delayed decision to implement the integrated curriculum model with ICP staff. Two intensive trainings were scheduled for June and August 1999. A TTST was formed before the end of school and these teachers identified training topics that would be helpful before implementing the expanded inclusive team model for the entire ninth grade. Intensive training was held in August 1999. Topics included behavior and discipline, content mastery centers, curriculum modification and student evaluation.

Initially, monthly trainings were held at each site for the TTST teams. However, at the first summer institute in which both groups were asked to evaluate project activities and to provide recommendations for improving the model, a suggestion was made to project staff to meet with teachers during common planning periods, which occurred during regular school hours. This way, more teachers could attend the meetings with project staff and their colleagues more regularly. Since common planning periods occurred several times a week, this also gave project staff additional opportunities to work with teachers.

For the 2000-2001 school year, project staff met with TTST groups 2-4 times a month. In these meetings, project staff continued to provide technical assistance to TTST staff focusing on incorporating promising strategies directly in the classrooms such as collaborative teaching, problem-based learning, and multiple instruction formats (see Appendix I- Survey and training and technical assistance provided). Requests for curriculum materials and equipment were honored (see Appendix II- Sample curriculum materials purchased for Integrated Curriculum teams) and project funds allowed a number of high school staff to attend relevant conferences on topics such as integrating an interdisciplinary writing program on the teams, collaborative teaching between general and special educators, using positive behavioral supports in high school, and using a backwards design curriculum model (see Appendix III- Conferences attended by CRC and TTST participants).

Multiple data collection methods were used to document project activities (see Appendix III- Integrated Curriculum Project: Research activities and timelines). To measure the effectiveness of the integrated curriculum model, baseline data was collected at the intervention sites (Malden and Worcester) and the control site (Chicopee). Over the fall of 1999, focus groups with key stakeholders were conducted. The survey was developed to measure how SCANS skills and competencies are reflected in the curriculum. It was administered to students at both sites. Post-intervention data was collected with the same survey at the end of the 1999-2000 school year.

Data from the survey proved to be unreliable for a number of reasons. First, although the survey was piloted in Malden with a group of teachers and students, feedback from the pre-intervention survey from both teachers and students indicated that the survey was too long and,

for students, very confusing to understand. Students indicated that they did not understand some of the SCANs skills and competencies and that the survey language was complicated. Teachers also reported that the survey was too long and some felt that the questions were repetitive. Second, in both sites, gaining access to teachers and students at the beginning of the year for baseline data was achieved but proved difficult at the end of the school year. Due to numerous end-of-year activities and an unavoidable reliance on teachers to assist project staff to administer student surveys, there were significantly fewer post-intervention surveys. Consequently, there were too few samples to compare results.

Data from the focus groups and school data proved to be more successful data sources for project staff to access and to analyze. A total of two parent focus groups, eight student focus groups, and five teacher focus groups were conducted over the course of the project. Focus groups were tape recorded and transcribed verbatim. Coding and summaries were completed by four ICI staff.

As a result of the field notes and trainings at both sites as well as feedback from the focus groups, ICP staff and participants developed a blueprint for change that reflects what elements are critical for restructuring classes and designing an integrated teaching model.

Overall, the goals and corresponding objectives were implemented as stated in the original grant proposal. There were two modifications that altered objectives in Goal 1 and Goal 4. In Goal 1, Worcester had a delayed start in the project until June 1999. As a result, faculty had minimal time to participate in the planning process with project staff due to the start of their summer break. Focus groups that were originally designed to (a) interview teachers about their experience in the process of school change and (b) learn teachers' perceptions about

implementing a restructuring plan were combined. In Goal 4, the timeline for parents' trainings was altered by 4-6 months. The Federation for Children with Special Needs had a six-month delay in filling a parent trainer vacancy (1 FTE). The position was filled and full-scale training began in both sites in early February 2000. However, parent outreach was difficult in both sites. Staff at both schools reported that parent outreach was very difficult despite many attempts to collaborate with families. Federation and project staff tried many methods to reach parents including holding meetings in different sites, offering dinner and childcare, and providing translators. Despite these strategies, parent outreach as outlined in the grant was not achieved.

Integrated Curriculum Project Workplan Key:

✓ = attained **✖ = not attained**

Goal 1: Research the effectiveness of the intervention designed to assist students with disabilities in gaining access to and progress in the general curriculum and of improving the career planning process for all students, including those from diverse cultures: then develop a blueprint that chronicles specific activities employed by each district to promote replication in other school districts.

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OBJECTIVE	1998-1999	1999-2000	2000-2001
1.1 Document existing STW curriculum and steps to adjust this curriculum (blueprint of process).	✓	✓	✓
1.2 Establish baseline on activities and attitudes of teachers, students with and without disabilities during year 1.	✓	✓	
1.3 Reassess activities and attitudes of teachers and students with and without disabilities following the intervention during year three.		✓	✓

Goal 1 SUMMARY:

The objectives for this goal were implemented as stated in the original grant proposal, with the exception of the administration of the survey administration. A number of instruments were developed to collect data to establish baseline criteria for the intervention (See Appendix V: Research instruments). Baseline measurements included surveys, curriculum reviews, classroom observations and focus groups with key stakeholders in the process (e.g., teachers, parents, and students).

Survey

A student and a teacher survey were piloted in June 1999 at Malden High School. After feedback from participants was incorporated into the surveys, student surveys were administered in Malden and Worcester as well as in Chicopee Comprehensive High School, the control site. Over 75 students completed surveys at each site. The survey was designed to determine how the SCANS skills were reflected in the curriculum from the student perspective. Asked to consider the first class of the day the survey was administered, students were instructed to use the scale to

report how frequently they were asked to use specific skills and competencies in the class. Students with and without disabilities completed student surveys. Students who were not able to complete the survey using paper and pencil format participated in individual interviews with project staff recording their responses. These surveys were used to establish a baseline measure on activities and attitudes of teachers, students with and without disabilities and as comparison measures (See Appendix V: Research Instruments). In the spring of 2000, surveys were administered to both teachers and students at both sites. However, due to the small number of surveys collected, conclusions could not be drawn from the surveys on post-intervention results.

Focus Group Protocols

The parent focus group was designed to ask parents to share their thoughts on the new ninth grade model, to reflect on the impact the new structure may have on their son/daughter, what things were going well and what could improve.

The teacher focus group was designed to ask teachers who participated in the restructuring what elements of the process were most important in the restructuring, what was most helpful, what could be altered in the change process, and what were the most satisfying parts of the restructuring.

The student focus group was designed to ask students from the Academies (Malden) and Teams (Worcester) their thoughts on the new model, to compare the model to their school experience last year, and to determine the strengths and weaknesses of the model from their perspective. Students were also asked to consider if the model would benefit other ninth grade students and if in their opinion, this model would work in the tenth grade.

Summary of surveys

Overall, the baseline data from the student surveys indicates in both sites that students are only sometimes asked to use basic skills such as reading, writing and math and are even less frequently required to demonstrate work competencies from the SCANS. Students reported that they are infrequently asked to apply information to real life problems. When asked about their general satisfaction with school, students responded that they are somewhat satisfied. When asked about instructional practices, students infrequently reported experiencing instruction that required team projects, student interactions with others, or required critical thinking.

Summary of focus groups

Eight focus groups were conducted with students, parents and participating teachers and school staff during the fall of 1999 and early winter of 2000. In Malden, the focus groups were conducted with teachers to obtain their feedback about the process of restructuring the ninth grade. Students and parents participated in separate focus groups to obtain their feedback about the new ninth grade model. Worcester focus groups for parents and students were conducted in January and February 2000. Results were transcribed, synthesized, and analyzed in April 2000. The Worcester staff also participated in a focus group to discuss the process and implementation of a restructuring plan in January 2000. Questions focused on participant perceptions about restructuring, critical elements viewed to create change and staff preparation and training necessary to support the model (See Appendix V: Research instruments).

Summary of teacher focus groups

After planning for nine months, the TTST in Malden implemented the integrated ninth grade model to half of the ninth grade. The school staff and ICP staff met monthly to organize key steps that would need to be taken to restructure the ninth grade and identified key

stakeholders in the planning, materials and trainings that would be necessary to support all students and to accomplish the goals the TTST prepared to achieve in offering this new model. A month after implementing the new model, participating teachers in the Academies (the name given to the two teams in Malden) were asked to consider their work over the last nine months to implement the integrated curriculum model.

Overall, the teachers at Malden High School reported that their involvement in the process of change was critical in the success of the ninth grade model. Having the grant support for after school time to meet 1-2 times a month during the school year and having the opportunity to plan curriculum changes over the summer was critical to implementing the new model. In their initial assessment of the model, one month after implementation, they reported seeing an immediate difference in their students compared to the previous year's ninth grade students. They reported that the students are more organized and better prepared for class. The teachers also reported that their own planning and collaboration with each other had changed, in great part due to the common planning time that the administration was able to schedule into their day due to block scheduling. As a result of more frequent time to communicate with colleagues, they felt that they, in turn, provided more consistent policies for their students – behavioral expectations as well as homework policies and study skill requirements were the same across classes. Students reported that they appreciated their teachers all having the same expectations. Teachers anticipated further opportunities to collaborate with colleagues in the Academy (team) structure. Special educators highlighted the improved ability to collaborate with general educators in the cluster model.

In Worcester, the teachers reported that although they had less time to prepare for restructuring and consequently didn't feel as prepared for the new model, they did see that many students, especially students that typically would have been assigned to a "pull-out" or substantially segregated resource room, were benefiting from the inclusive model. The special educators and general educators reported that it took them, as well as the students, time to adjust to a collaborative teaching model. The teachers also reported that communication among them was critical and that common planning time was necessary in order collaborate with colleagues to provide the students with consistent teaching strategies. Special educators also reported that the students they would have previously taught in segregated resource rooms were not only being exposed to a more rigorous curriculum, but were benefiting from this model. Finally, teachers reported that the model allowed students to have scheduled time to organize their work and prepare for classes. Incorporating a study skills class or time to access an achievement center was critical for all students.

Focus groups held for final evaluation of work

In May and July 2001, project staff conducted focus groups with TTST teams from Worcester (May 2001) and Malden (July 2001) to evaluate the project. TTST members from both 9th and 10th grade teams participated in the focus groups. Overall, TTST members found the restructured teams and realigned curricula to have positive effects on their teaching as well as on student learning. The following is a summary of points TTST members made about the project:

Teachers like teaming because:

- Teaming allows teachers to create heterogeneously grouped classes.

- They are able to resolve student issues more promptly- common planning time, common meetings.
- Teachers get to know students better as people as well as students.
- The team model maximizes positive things and de-emphasizes negative things because "you're catching the problem sooner, and it's a group effort, it's a team effort".
- As a paraeducator, one TTST member indicated that she got to know the students better through meetings with teachers. She was able to do her job better because of this information.
- Teachers forget what class level they are teaching. They learned to look at individual student needs.
- More support for teachers who are challenged by students, especially students with behavior issues, because special and general education teachers worked together on the teams.
- A special education teacher assigned to the team commented that she can be a second pair of eyes in the class and makes sure everyone is getting instruction with good teaching practices. There's less "us" versus "them", meaning special ed. versus regular ed.
- Special education teacher has more opportunities to do parallel teaching and teach all students.
- There are, overall, better relationships among teachers, students and teachers, and support classes and general education classes.
- Teamed teachers can implement an experimental program like the 60-minute club, an afterschool homework club voluntarily staffed by team teachers.
- There are more opportunities to meet with parents as a team.

- Teachers have more opportunities to talk back and forth between departments and consequently share resources.

What is different for students who are assigned to teams:

1) Tenth grade teachers notice that those students who came from academies are more organized from the start. They use their planning books to record assignments and are therefore more likely to complete assignments.
2) A new tenth grade teacher commented that the students told her they had a preference for how homework assignments were written on the chalkboard and a particular writing system.
3) Before teaming began, students wouldn't have advocated for organization systems.
4) Students expect their teachers to be organized and they know what they need from teachers to be organized.
5) Students in heterogeneously grouped classes are less likely to discuss their perceived "level".
6) In a heterogeneously grouped class, teachers are likely to teach to the top and all students rise to the same expectation.
7) All students benefit from systems designed to help organization and study skills.
8) All students benefit from classroom accommodations- quiet setting, smaller group work, teacher assistance.
9) Students recognize what supports they need and seek them out.
10) Students expect to learn from general education texts- not watered down text.
11) Better attendance, fewer cut-slips, decreased retentions, and truancies.

What's different having a special educator assigned to the team:

1) General educators have much more support. In the past, it was possible to never actually see a special education teacher.

2) Special education teachers are readily available to answer questions and problem-solve with gen. ed. teachers because they are in the classroom.
3) There's more shared responsibility for students and "joint ownership".
4) There's more joint curriculum development for the whole class and shared work on modifying tests.

Recommendations for developing heterogeneously grouped high school teams:

1) Plan for it (teaming)
2) Allocate appropriate resources.
3) Special educator needs to be assigned to work directly with the students
4) Prioritize assisting students to establish good study habits with students
5) Get to know your team members.
6) Plan consistent team meetings.
7) Try to schedule team classes together.
8) Designate a team leader.
9) Create an agenda for team meetings.
10) Offer flexibility to parents to attend meetings with team.
11) Communicate frequently with team members.
12) Assign team teachers to work in close proximity to each other.
13) Use a homework board that can be reinforced in learning center.
14) Establish a Learning Center that all students can access. Make sure all students with IEPs are scheduled to go to Learning Center.
15) Establish a positive tone with new team teachers and determine common purposes.

Summary of student focus group

A focus group (N=12) with Malden High ninth graders with and without disabilities was conducted in November 1999. When asked about their experience with the ninth grade model, the students reported that school seemed more organized and that their teachers were more familiar with each other compared to their traditional model last year when they worked fairly independently of each other. They also said they believed their teachers were more familiar about what was being taught across disciplines. As an example, one student reported that because his English teacher and social studies teacher were aware of each other's lessons, his English teacher often assigned writing that had to do with the socials studies class. Many students reported that the Achievement Center, also known as a study skills center, located at the end of the hall, was especially helpful as a resource for all students. All teachers staff the Achievement Center and students are encouraged to use study periods to use the Center to seek extra help from teachers or to complete independent work. Student enthusiasm for the model was highlighted by the comment that they no longer wanted to "cut classes" because their teachers knew them well. When asked about the career planning class they were going to be offered in the winter, many stated they were eager to have a chance to figure out what they wanted to do after high school.

Five focus group with Worcester students with and without disabilities (N= 25) were conducted between February and March 2000. Common themes and recommendations emerged from the group discussions. Overall, students with disabilities in Worcester initially found the transition to general education settings challenging for a number of reasons. These included (a) feeling unprepared for the general 9th grade curriculum, (b) being frustrated that they don't have extra time to complete assignments, (c) general education teachers being unprepared for students with IEPs and students' learning needs, and (d) feeling hesitant to ask general education teachers

for help. All students on the Worcester teams, including the students with IEPs were enrolled in STW courses. Overall, students were very positive about these classes and described the classes as being more hands-on and more relaxed.

When asked to provide some recommendations to improve their placement in general education settings, students provided several key recommendations including altering instructional practices including providing more hands-on activities, slowing down the pace of instruction, and assigning long term projects. Students also recommended having a study skills center that they can access on a daily basis and suggested that teachers be clear about grading and assessment expectations. For example, students would appreciate more continuous feedback about their academic progress. Students also recommended that all teachers on their team be aware of necessary instructional accommodations. Students with IEPs commented on their need for better preparation before starting high school. These recommendations were shared and reviewed with TTSTs in small group meetings throughout the 2000-2001 school year.

Summary of parent focus group

Two parent focus groups were conducted in the winter of 2000. The groups were held separately to document feedback from parents of students not on individual education plans (IEPs) and parents of students with IEPs. The groups were held separately to order to provide parents with a comfortable environment to discuss their experience with the inclusive model, especially parents of students with disabilities, and to discuss their perceptions of the model. Given two separate groups, staff were able to specifically ask the parents of students on IEPs their opinion of how the new model supported their son or daughter's education plan.

Overall, parents from both groups responded positively to the new model. Although many of the parents reported being nervous about the new structure, they were pleased that their

sons/daughters were doing well in the model. Many parents reported that it appeared their son/daughters were doing homework more frequently and without reminders. The parents expressed their pleasure with the Achievement Center and fully expected that it would be available for all students. Parents also appreciated the separate open house that was made available just for parents of students in the Academy. They appreciated having a chance to speak to all of the teachers on the Academies at the open house. Parents also reported being pleased that teachers had decided to block out one common planning period a week for parents to come in for parent-teacher conferences with a student's whole team. Parent indicated that they appreciated being able to speak to teachers as a group. Parents also said that a highlight of the new model was the teachers themselves. In addition, many parents stated that they believed the Academy model helped their son/daughter transition to high school. In the focus group held just for the parents of students on IEPs, several parents reported how delighted their son/daughter was not to be in a separate room or taken out of classes some of the time for special classes. Having special education teachers co-teaching with general education teachers was also highlighted as a strength of the model. Focus groups with Worcester parents continued to be very difficult to arrange due to low turnout. Project staff, along with Federation staff, used multiple strategies to invite families to discuss the new team/ integrated curriculum model with parents including attending parent orientation nights and MCAS orientation night, offering childcare and pizza dinners. Project staff also asked teachers to help us invite parents. Despite several attempts, Project staff were unable to conduct a parent focus group in Worcester.

Field notes

Field notes are being taken during all project activities. These notes, as well as feedback from focus groups, the surveys and training will ultimately be used to inform the blueprint of the entire restructuring process, establishing baseline information on each site, and in determining the impact of project activities. Figure 1: Integrated Curriculum Project Research Activities and Timelines details the research agenda with a corresponding timeline for each activity.

Figure 1: Integrated Curriculum Project Research Activities and Timelines

Purpose	Data Collection	Schools	Who	When
•Document IC design and implementation	Participant Observation of curriculum review	Malden Worcester	JWT/JCT/MM DH, KM, MP	Fall/Winter 98/99 Fall, 99/ Winter, 2000
	Perspectives of Key Stakeholders: •STW personnel (1) •Employer (1) •Parent (1 focus group)	 Malden Worcester Malden Worcester	 JWT/JCT/MM DH, KM, MP JWT/JCT/MM SCP staff	September, 1999

	•Student (1 focus group) •Teachers (1 focus group)	Malden Worcester Malden Worcester Malden Worcester	Federation " Federation " JWT/JCT/MM DH, KM, MP	
	Participant Observation of curriculum implementation in classrooms (3)	Malden Worcester	JWT/JCT/MM DH, KM, MP	Fall 1999
•Document Impact of IC (pre and post test)	Teacher Survey •Measures involvement in IC activities	Malden (Pilot) Worcester (intervention) Chicopee (control site)	JWT/JCT/MM DH, KM, MP	Fall, 1999
	Student Survey •Measures involvement in IC activities	Malden (Pilot) Worcester (intervention) Chicopee (control site)	JWT/JCT/MM	Fall, 1999
Evaluation of project by CRCs	Focus group	Malden and Worcester	MP/KM	May & July, 2001

and TTSTs		(Intervention sites)		
•Changes in level of inclusion of students with disabilities in general curriculum in regular education classrooms	Record review for scheduling changes or Behavioral observation of select students	Malden (Pilot) Worcester (intervention) Chicopee (control site)	JWT/JCT/MM DH, KM, MP	May-September, 2001

Summary of school data

Over the course of the project, the CRCs and TTSTs oversaw the expansion of the Integrated Curriculum to the entire 9th and 10th grade teams at Malden High and to two 10th grade teams and one eleventh grade team at South High Community School in Worcester. In addition, both schools partnered with national small schools projects to expand the ICP to all four grades. Malden received a Breaking Ranks grant to develop small learning communities and Worcester partnered with Clark University, a local university, to work with the Carnegie Foundation to develop small schools within South High Community School. In addition to expanding the teams in Worcester, teachers from the STW classes were also going to be assigned to the teams.

The following chart outlines the expansion of the IC model over the course of the project:

Inclusive team status at South High community School, Worcester implementing integrated curriculum model

School year	# of teams	# of general education staff	# of sped ed staff	# of paras assigned	# of career pathways teachers assigned
1998-1999	1	4	1	1	0
1999-2000	3	13	3	2	0
2000-2001*	4	18	4	4	0
2001-2002**	5	25	7	7	7

* Team model moves to 10th grade (I inclusive 10th grade team)

** One more 10th grade team developed; eleventh grade support system developed.

Inclusive team status at South High community School, Worcester implementing integrated curriculum model

School year	# of teams	# of general education staff	# of sped ed staff	# of paras assigned	# of career pathways teachers assigned
1998-1999	0	0	0	0	0
1999-2000	2	8	2	2	1
2000-2001*	4	16	4	4	1
2001-2002**	6	24	4	8	4

*Team model moves to 10th grade (I inclusive 10th grade team)

** All 9th and 10th grades teamed.

Blueprint for replication

Through focus groups and meeting with CRC and TTST members, a blueprint was developed with project staff that chronicles activities that promote replication of the IC model. The blueprint was presented at the 2001 Massachusetts Teachers' Association conference. The following is an outline of the blueprint (see Appendix VI: Blueprint for Replication):

Step	Activities
Define purpose of model (CRC)	•To develop teaching teams that would better support students with diverse learning needs •To provide participating schools with resources to promote new learning for teachers •To research the effectiveness of the new structure
Research similar models (CRC)	•Arrange for teachers to visit other high schools that are using this structure
Recruit staff (CRC)	•Recruit teacher volunteers--start with those teachers who really want to be involved •Solidify the commitment of teachers
Arrange planning meetings (CRC)	•Plan regularly scheduled meetings with teachers (before, during & after school)

Maintain communication (CRC)	•Provide regular communication and support for involved teachers
Determine student enrollment (CRC)	•Consider which students will be involved (all of 9th grade? Half of 9th grade?)
Schedule classes (CRC)	•Consider school schedules (potential for team classes to be in a block; individual teacher duties, etc.)
Determine team staffing (CRC)	Integrated Curriculum Model •1 English Teacher •1 Math Teacher •1 Social Science Teacher •1 Science Teacher •1 Special Education Teacher •1 Paraprofessional
Determine team characteristics (CRC)	Integrated Curriculum Model •4 Periods Taught on Team •1 Period of Team Meeting Time Daily •Approximately 80-85 Students per Team •Heterogeneously Mixed Classes (except math) •Full Flexibility to Adjust Student Schedules
Identify team leader (TTST)	•Each team should have a team leader •Consider extra pay for team leaders
Determine role/ responsibilities of team leaders	•Conduct Daily Team Meeting with Agenda

(TTST)	•Monitor Student Progress for Team Classes •Manage Quarterly Progress Reports • Liaison to Team from Administration, Guidance, Nurse, ICI, Parents, etc. •Keep Binder with Team Meeting Notes •Adjust Student Schedules as Needed •Adjust Period Times as Needed •Invite All "Non-Team" Personnel to Team Meetings •Keep Files on all Team Students •Communicate with other team leaders •"Representative voice" for the team
Identify mutual class characteristics for team (CRC; TTST)	•Homework policy •Homework board •Classroom expectations •Shared instructional strategies •Connections to careers •Shared supplies expectations •Team assemblies •Student agenda books •Ability to adjust period times •Ability to adjust student schedules

	Collaboration during team meetings
Student support (TTST)	•Supplies •Agenda book •Homework policy •Homework board •Consistent discipline •Sense of belonging •Shared instructional strategies •Quarterly progress reports •Across team accountability •Schedule changes as needed
Parent support (TTST)	•Fall open house •Academy expectations sent home •Explanation of writing program sent home •Course outlines provided •Phone calls home as needed •Parent conferences during team meetings •Notes written in student agenda books •Quarterly newsletters •Quarterly progress reports Weekly progress reports when requested
Common planning periods (TTST)	Agenda items include: •Discuss student academics

	•Discuss student homework •Discuss discipline issues •Discuss attendance/tardies •Meet with parents •Adjust students' schedules •Adjust period times •Complete progress reports •Collaborate on curriculum •Discuss instructional strategies •Discuss special education issues •Discuss referrals to specialists •Discuss student medical/ psychological issues •Discuss DSS issues •Conduct core evaluations •Meet with "non-team" personnel •Meet with other teams
Special education components (CRC; TTST)	•Special educators participate in curriculum planning even before the school year begins •Student lists were assigned to two of the four classes in each subject •Teacher and paraprofessional "Divide and Conquer" •Schedules often adjusted

	•Ed plans copied, highlighted and distributed •Voice of special education department •Voice of special education students' needs •Ongoing consults regarding modifications and accommodations •Maintaining continual parent communication •Ongoing curriculum strategizing
Establish a learning center for all team students (TTST)	•Scheduled support class (pass/ fail grade) •Part of daily schedule •15-20 students on IEP's •Staffed by special education and general education teachers and paraprofessionals •Offers support for academic classes
Instructional tools for learning center (TTST)	•Homework board for all team subjects •Copies of student textbooks •Audio cassettes of novels •Writing program charts •Copies of student assignments (current and long-term) •Computers •Daily points= quarterly grade •Furniture allows for small group or individual

	work space
Role of learning center instructors (TTST)	•Daily check-ins with all students regarding: agenda books, supplies, homework, test, quiz and project preparation •Homework support •Class work re-teaching •Make-up work support •Extended time and retaking of tests and quizzes •Written study guides completed •Oral reading support •Aided recall strategies •Modification of curriculum •Liaison to non-team teachers
Student components of learning center (TTST)	•Daily 1:1 support •Enforced organizational skills •Re-teaching of curriculum with models •Non-threatening, supportive, structured environment peer/ partner support •Student record of daily progress •Extra time allowed for tests and quizzes
Special Ed/ Regular Ed Collaboration (CRC;	•Direct in-class support by special educator or

TTST)	paraprofessional •Circulating and assisting all students •Planning of instructional approaches and assessments •Shared philosophy that all students can succeed •Shared discipline •Equal status is established •Strategizing stumbling blocks • Parallel teaching • "Tag Team" teaching • Accommodations become "good teaching strategies"
Adopt team-wide instructional strategies (TTST)	Methods adopted at Malden High: •John Collins Writing Program •Curriculum design: Understanding by Design •Co-teaching •Student directed learning •Text-based instructions •Interdisciplinary curriculum units

Goal 2: Develop and facilitate Curriculum Review Committees (CRCs) at the high school level, composed of representative stakeholders (e.g., curriculum coordinators, department heads, teachers, STW partners, students, parents, employers) to review and adjust ninth grade curricula in two urban school districts so that they integrate STW activities and SCAN Skills, along with Curriculum Frameworks, and incorporate promising practices.

OBJECTIVE	1998-1999	1999-2000	2000-2001
2.1 Develop building-based CRCs at the high school in each intervention site	✓	✓	✓
2.2 Review existing curricula using the National Consortium for Product Quality (NCPQ) Standards and the integrating STW with Massachusetts Education Reform manual and identify and revise areas that need to be modified.	✓	✓	
2.3 Finalize curricula and implement across the ninth grade in each intervention site.	✓	✓	✓

Goal 2 Summary:

Overall, this goal and corresponding objectives were implemented as described in the original grant application. Malden High School staff completed the curricula review in the spring of 1999 (see Figure 2: Malden Curriculum Review Committee). During six sessions in the summer of 1999, staff adjusted their curricula to align with the Curriculum Frameworks and to design an integrated curriculum unit between the English and Social Studies departments. Additionally, during that summer the English teachers from the two academies attended a conference which highlighted a promising writing program. After incorporating the writing program into their curriculum, they introduced the program to their academy colleagues through peer training. In keeping with their objective to be as consistent as possible across the disciplines, both academies adopted the John Collins writing program and integrated the writing objectives into all subject areas (science, social studies, math, as well as English).

Figure 2: Malden Curriculum Review Committee

Malden High School Curriculum Review Committee (CRC)

Members and meetings

Curriculum Review Committee members	Discipline
Diane Kiblansky	Assistant Principal
Steven Ottivani	Math/Algebra
Larry Simon`	Special Education
Jerry Alleyne	Social Studies
Nancy Kasabian	World languages

Carol Keenan	English
Sandra O'Neil	Science
Bob McCarthy	Technical Education
Peter Lueke	Principal

Meetings held in Fall 1998 to review curriculum

October 10, 1998 ICI staff meet with new principal to present project. Schedule date to present to school leadership team.

October 25, 1998 Principal and ICI staff present project to school leadership team and discuss how to identify a curriculum review committee.

November 23, 1998 ICI staff present project goals and objectives to newly formed curriculum review committee. Schedule date to complete curriculum review survey.

December 1, 1998 ICI staff and members of the CRC meet to complete curriculum review.

December 14, 1998 Review results of curriculum review. Discuss restructuring to from teams, adjusting curricula.

December 21, 1998 Discussion and planning to form interdisciplinary teams.

January 4, 1999 Ninth grade restructuring. Identified minimal restructuring that needs to be done to from 9th grade clusters.

January 11, 1999 Commitment to form 9th grade clusters discussed since principal is going to present pilot to school board in the next week.

Worcester South High School completed the curriculum review in the fall of 1999. A Curriculum Review Committee (CRC) was identified in September and they completed the review of their curriculum across four core subject areas (i.e., science, language arts, social studies and history and mathematics). Worcester staff reviewed their curriculum to identify its alignment with the SCANS (Secretary's Commission on Achieving Necessary Skills) skills and competencies (see Figure 3: Worcester Curriculum Review Committee).

South High Community School

Curriculum Review Committee (CRC)

Members and meetings

Curriculum Review Committee members	Discipline
Patty O'Malley	Special Education coordinator
Mary Harrington	Principal
John Grady	English teacher: Team A

Loriann Sharry	History
Jamie Barbieri	English
Melissa Sandberg	Inclusion specialist
Charlene Vient	Inclusion specialist
Fred Hamel	History
Jim Miller	History
Rick Barrett	Science
Jim McGuirk	Science
Betty Simoneau	Inclusion specialist

Meeting held in summer and fall 1999 to review curriculum, teaming issues

June 24, 1999 Overview of Integrated Curriculum Project and discussion with staff about how ICI and South High Community High (SHCS) faculty can collaborate. Plan for follow up meeting in August before the start of school.

August 25, 1999 ICI staff presented research activities that are part of project; addressed four priority concerns of faculty: grading, behavior, student mastery centers, and accommodations.

September 21, 1999 Met with all teachers from three 9th grade teams. Reviewed concerns teachers had and surveyed teachers to determine how best to support them. Staff suggested monthly meeting after school. ICP project staff also presented training on using technology to support students.

Overall, at both sites, CRC members found it challenging to think about incorporating SCANS skills into their curriculum. Project staff encouraged them to use the matrix with SCANS skills and competencies to evaluate how many of these skills and competencies naturally occur in their curriculum and align with state and district standards (see Appendix VII- Sample SCANS matrices). Generally, CRC members found SCANS skills most likely to be incorporated into the curriculum when they could see a natural fit with other standards. Additionally, the curriculum evolved over the course of the projects as members of the TTST adopted new instructional practices such as the John Collins Writing Program. Project staff observed that as TTSTs designed interdisciplinary units that included multiple assessments such as independent projects, they found that they were addressing more SCANS competencies.

Goal 3: Develop Transdisciplinary Teacher Support Teams (TTSTs) in each high school that assist educators, through training and technical assistance, to implement promising practices and to guide ninth graders with disabilities, including those with severe disabilities and from diverse cultures, to choose courses and access general curricula in regular classes.

OBJECTIVE	1998-1999	1999-2000	2000-2001
3.1 Establish grade level TTSTs in each intervention site for the ninth grade.	✓	✓	✓
3.2 Conduct training and technical assistance needs survey.	✓	✓	✓

3.3 Develop Replication Guide (including blueprint of process) that includes promising practices that have been documented as successful (e.g., differentiated instruction, problem-based learning) in teaching students who represent diverse populations in general education settings.		✓	✓
3.4 Conduct training and technical assistance activities to TTSTs annually using Replication Guide.	✓	✓	✓

Goal 3 Summary:

Transdisciplinary Teacher Support Teams (TTSTs) were established in both sites. The TTST in Malden is made up of the teachers from the integrated ninth and tenth grade teams. Each team is composed of faculty from core subject areas (i.e., science, math, social studies and history, and language arts) and a minimum of one special education teacher and paraprofessionals. Additionally, School-to-Career, guidance counselors, and a vice-principal are available to participate on an as needed basis. The teams of teachers have common planning time several times a week and during the project period, met with project staff 1-2 times a month for training and technical assistance. The Worcester TTST is made up of teachers from the three integrated ninth grade teams referred to as Teams A, B and C, two tenth grade teams and a support teacher for 11th grade students included in 11th grade classes. Like the Malden teams, each team is composed of faculty from core subject areas as well as a special educator, paraprofessionals, a guidance counselor and a vice-principal. These teams met as a team every 'D' day or every fourth day on the rotating schedule. The Worcester TTST also met with project staff 1-2 times a month. Initially using the training and technical assistance survey as a guide to provide staff

trainings, the TTSTs requested additional trainings, based on team issues that surfaced. Project staff supported the TTSTs and students in a variety of ways. In addition to monthly trainings, attendance at relevant conferences was supported by the project. Finally, a number of curricular materials and supporting technology were purchased for both sites with project funds (see Appendix II - sample curricular materials purchased).

Project staff and CRC members used feedback from the curriculum review committees, the TTSTs, and the data from the surveys and focus groups to design the blueprint for replication (See appendix VI- Blueprint for replication).

Training and Technical Assistance

In both sites, a training schedule was developed and was in place throughout the duration of the project. Initially, participating teachers and staff meet with project staff at least once a month after school for training in promising practices that support the IC model. These core topics have been drawn from the training and technical assistance needs survey (See Appendix I: Survey and sample training and technical assistance provided). After a summer institute sponsored by the project to evaluate project activities, teachers at both sites indicated that they would prefer to meet during school hours. For the last year of the project, staff provided training and technical assistance to TTST members during common planning periods.

In addition, teachers and staff identified a number of specific topics they felt would enhance the effectiveness of the model including increasing student motivation, considering alternative grading policies, cooperative teaching, and accessing relevant web sites that link to lesson planning using standards that relate to the frameworks. For the Worcester staff that were not able to participate in planning sessions, resources and literature supporting the new model were sent to the teachers at their homes to prepare for the new model offered to ninth graders. In

addition to monthly training, project staff also provided technical assistance in the classrooms, assisting staff to incorporate strategies into daily practice as well assisting the teams to identify curricular modifications and alternative teaching strategies. An emphasis was placed on developing a co-teaching model to further support all learners.

Summer Institutes

Project staff sponsored summer institutes in June 2000 and July 2001 in order to provide additional training to CRC and TTSTs members from both sites. In June 2000, the focus of the institutes was on collaborative teaching between general and special educators, designing interdisciplinary units, integrating vocational and academic skills in secondary curriculum, and the Understanding by Design model. Additionally the CRC members used the time to train new TTST members on the IC model. The July 2001 institute focused on developing a blueprint for replication and training new TTST members (see Appendix VIII: Summer Institutes, 2000; 2001).

Conferences

In addition to meetings with project staff to discuss and collaborate on successful strategies to support students in the new model, TTST members attended a number of local conferences to further develop promising teaching practices in the classroom. In Malden, TTST members attended several conferences including Strengthening English and Social Studies Instruction, What's New in Young Adult Literature, and Teaching for Understanding in Standards-Based Environments, Successful Co-teaching Strategies and Understanding by Design. Over the next year, TTST members focused their efforts on further developing the integrated curriculum model by incorporating strategies learned at these conferences and through project training and technical assistance. In Worcester, members of the TTST also attended

conferences including Accessing the General Curriculum, Accommodating Learning Needs: Technology in Inclusive Classrooms, Supporting Students identified as "At Risk", Successful Co-teaching Strategies, and Understanding by Design. The Worcester TTST also focused their efforts during the project to incorporate promising practices identified at the conference sessions into the curriculum and instruction

Curricular materials and technology

Curricular materials and equipment were purchased to assist the teams to facilitate access to the curriculum. TTST members have requested materials and technology that allow the teachers to effectively present materials at various reading levels. A number of scanners were purchased to assist team teachers to efficiently scan classroom texts so that modifications could be made without delay, giving students access to the same curriculum. Additionally, a number of texts were purchased for both TTSTs that do not alter the content of required reading but are written for two different reading levels. eReader software was purchased for both schools to help students access digitized text (see Appendix II: Sample curricular materials purchased for IC teams).

Goal 4: Provide outreach activities and educate a minimum of 300 families in participating urban school districts on the benefits of curricular adjustment and education reform for all students.

OBJECTIVE	1998-1999	1999-2000	2000-2001
4.1 Develop mailing database for all grades 8 –12 parents in each intervention site.		✓	
4.2 Develop outreach campaign targeted at parents of students in grades 8 – 12 including a brochure, cable TV advertisements, moderated web-based discussion group for parents, and development of local parent networks in each participating school district.	✓	✓	✓
4.3 Conduct outreach campaign activities for parents.	✓	✓	✓

Goal 4 Summary:

This goal and corresponding objectives were partially achieved by the Federation for Children with Special Needs. As stated earlier in this report, there was a delay in hiring a full-time parent trainer. In the interim, ICP project staff did attend open houses at both schools in the fall of 1999 to meet parents, describe the new model with TTST members and clarify any concerns. In February 2000 the new parent trainer participated in all of the public relation activities including writing articles for the schools' quarterly newsletter and attending parents' night. IC project and Federation staff for both sites designed training activities for parents during the second year of the project (see Appendix IX: Parent training PowerPoint presentation). The parent trainer developed a mailing database for all high school parents of students on Individualized Education Plans and all parents on database.

Overall, as stated earlier, objectives for parent outreach were not met. Project staff, including staff from the Institute for Community Inclusion (ICI) and the Federation used multiple approaches to reach families including hosting supper meetings which included pizza, snacks, and free childcare. Staff also created a one-page fact sheet outlining project activities at the high school and sent them to all parents in the database created for the project. Staff attended multiple school-wide parent meetings to share information with parents of students involved in the IC project. However, staff were unsuccessful in reaching the objective of training 300 families. In Figure 4: Integrated Curriculum Project: Parent outreach, details of parent outreach are outlined.

Figure 4: Integrated Curriculum Project: Parent Outreach

Date	Tasks	Outcome
Sept. –December 1998	Identify parent representative for Curriculum Review Committees	Parent representatives from Federation and Malden H.S. parent participate in all CRC mtgs. (2 parents)
Jan.- April 1999	Create database of parents of students in MA and WO involved in IC Project	Fact sheet, invitations to parent trainings mailed to parents of students involved in IC project. (200 parents)

Sept. 1999	Open house for students and parents involved in Malden academies	ICI and Federation staff speak to families about project. Distribute project and contact information. (25 parents)
November 1999	Open house for parents of students involved in 9th grade teams	ICI staff speak to families about project. Distribute project and contact information. (20 parents)
January 2000	Focus groups (2) with parents of MA students involved in academies	Parents provide feedback; project staff clarify project objectives and answer questions. (8 parents)
February 2000	Open house for parents of 9th and 10th grade WO students preparing for MCAS exam	Attempted to identify families for future training: one family attended open house (1 parent)
May 2000	8th grade orientation to Malden Academies	IC project staff present IC model to 20 families

		(20 parents)
May, 2000	Organized information session for all incoming 9th grade students assigned to teams	Two families attended session. Project staff discussed IC model and current outcomes (2 parents)
Sept. 2000	Reception for 9th graders at South High and their families	Federation and ICI staff provide orientation to project (5 parents)
Jan. 2001	Worcester PAC meeting	Federation staff provide overview of project objectives and anticipated outcomes to WO families (20 parents)
Mar –June 2001	Work with WO teachers to identify families for focus groups	Efforts to reach families unsuccessful.
April 2001	Parent orientation to Malden academy model	Federation and ICI staff present IC model to 5 families (5 parents)

Professional outreach

Project staff and CRC members presented the blueprint for the Integrated Curriculum Model to both general and special education professional organizations including (a) the annual conference of the Association for Persons with Severe Handicaps in December 2000, (b) the Massachusetts Teachers' Association conference in August 2001 and to the national Association for Supervision and Curriculum Development conference in April 2001. Staff have also presented the project to graduate level special education classes at Fitchburg State College, and to doctoral level students concentrating on special education and disability policy at the University of Massachusetts Boston.

V Problems encountered and lessons learned.

Over the course of the Integrated Curriculum for All Students project, staff experienced five problems that made it difficult to achieve some objectives of the project. These include (a) receiving all surveys back for post-intervention analysis; (b) issues with the survey, (c) encouraging teachers to integrate vocational and academic standards into their curriculum, (d) including vocational teachers on the CRC and TTST teams, and (e) encouraging teachers to include students with severe disabilities on the inclusive teams.

(a) Receiving all surveys for post-intervention analysis. Project staff had a difficult time retrieving all the post-intervention surveys from both teachers and students. In both sites, staff learned that they could not directly administer the survey to students. Staff had to depend on teachers to both administer the survey and return them to staff. Project staff did everything they could do make this as easy as possible for teachers- coding the surveys, offering to come at a convenient time to pick up the surveys, etc. However, more than half the teachers did not administer the student surveys, nor did they send their own post-data back. Many teachers said

that it was too difficult to administer the surveys, due to state testing that students and teachers were involved in as well as many other end -of -the -year tasks. With a very small post-intervention survey sample, it was impossible to draw any conclusions from the survey data. One lesson learned from this experience is that project staff must work with project participants at the beginning of a project to determine how best to collect data from participants.

(b) Issues with the survey. The survey, developed from the National Consortium for Product Quality Standards, was piloted and revised before administering to project participants. However, while administering the pre-intervention survey, several students and teachers commented that some of the language in the surveys was difficult to understand and some questions seemed repetitive. Although the survey was revised, it appears that the design of the survey may have been one reason that many teachers and students did not complete the post-school surveys. In the future, project staff will review additional exemplary examples of surveys for high school students before developing a new one.

(c) Encouraging teachers to integrate vocational and academic standards into their curriculum. At both sites, there was resistance on the part of CRC members to incorporate SCANS skills and competencies into their existing curriculums. There was much discussion about the importance of including career competencies into the general education curriculum. However, many CRC members saw this as adding on to a curriculum that many of them had already spent time aligning with the Massachusetts Curriculum Frameworks. Further, they saw this as a separate agenda to be addressed, one that was not required of general education teachers. Teachers were satisfied that the competencies they were naturally addressing were sufficient.

As teachers adopted new instructional practices and reviewed their curriculum, there was evidence that their curriculum and instructional practices were including more SCANS skills and competencies. For project staff, one lesson learned from this experience is that the SCANS matrix itself could have been used as a measure of change, by using it both before and after teachers developed and implemented new teaching practices.

(d) Including vocational teachers on the CRC and TTST teams. At both sites, project staff found that vocational teachers were not included in CRC meetings. Despite a number of separate meetings with both general education and vocational teachers to explain the importance of working collaboratively to jointly develop curriculum, teachers from both groups described working separately with very rare instances of collaboration. Both groups reported that for many reasons, including a long history of working separately, they did not work together on curriculum development and implementation. Many teachers reported that they understood that this was not ideal but that there were too many barriers to working together including (a) different department priorities and initiatives, (b) conflicting schedules, and (c) lack of awareness of each others' curriculum. Throughout the project, project staff worked to bring vocational and general education teachers together to work on the Integrated Curriculum for All model.

(e) Encouraging teachers to include students with severe disabilities on the inclusive teams. Although students with severe learning disabilities were included on the teams at both schools, neither school was prepared to include students with severe disabilities from the Lifeskills classes on the teams. At both schools, where project staff had intentionally involved special education teachers on the CRCs, both general and special education teachers decided that these students would not be appropriate for the teams. Project staff encouraged CRC and TTST members to consider how students with severe cognitive disabilities could benefit from the

model. One suggestion was to start by including one student with cognitive disabilities on a team. This did occur but was not repeated. Project staff continue to try to find ways to work with general and special educators to include students with cognitive disabilities in general education classes.

VI Research results

Over the course of the project, numerous focus groups were held with teachers, students and parents to explore participants' perceptions of the integrated curriculum model. Specifically in the first focus group, CRC members were asked to share their perceptions about the process of change. Students were asked to describe their experience being on inclusive teams. Results of these focus groups follow:

Results from teacher focus groups discussing the process of change. In Malden, the teachers described how they were first invited to join a committee to discuss a change for the ninth grade. The principal distributed a letter to teachers he had recently hired as well as veteran teachers who were open to change, in which he expressed an interest in forming a ninth grade cluster (an interdisciplinary team of teachers who would work with 9th graders). In the letter, he explained that, by forming the cluster, he hoped to find a way improve student attendance and academic achievement with the teachers' help.

The teachers said they appreciated that the principal didn't have a firm plan to implement the changes; he simply introduced the idea and provided them with time to discuss and "build" the plan with him. As one teacher stated "It's much more appealing to introduce the idea and allow it to build rather than coming in with an agenda" (MA, 9/99). In Malden, the teachers met for approximately nine months to prepare for the changes. All changes were driven by their common goals of improving student attendance and achievement.

In contrast, CRC teachers in Worcester stated that they did not understand the rationale for the changes and did not have time to prepare for them. Teachers had been implementing ninth grade teaming for two years and had one inclusive team, but until now, they had never been expected to include so many additional students with Individual Education Plans (IEPs). Teachers were told at a staff meeting in April 1999 that school administrators were planning to expand the "inclusion" model to all three teams. Several teachers said that the first time they knew anything about the ICP was at a workshop that project staff facilitated in June 1999. One teacher who was hired over the summer only learned she would be teaching on an inclusive team two weeks before school started. "For me I was thrown into this (inclusive team model) two weeks before school started. But...my interpretation of inclusion was very different from what we were doing...I thought I would be teaching with another teacher." (WO, 1/00). Due to teachers' summer commitments, project staff were only able to coordinate two planning days held over the summer of 1999. Teachers later expressed a wish that there could have been more planning time prior to the start of the 1999-2000 school year: "...I hate to say we were thrown into this whole thing really...maybe if we had a year to prepare for it..." (WO, 1/00)

Shared leadership. At both schools, teachers indicated that the principal's efforts to include teachers in planning teams were critical to their success. Those who were involved in the planning reported that they were able to successfully implement a model with which they were satisfied because their principal gave them the flexibility and time to do so. Teachers who were not involved in planning but were assigned to teams complained that they did not have enough time to prepare for the new model. In both cases, teachers stated that being involved with planning logistics increased their acceptance of the model.

CRC participants in Malden emphasized that their principal not only involved the teachers in conversations about restructuring but also encouraged their leadership in organizing and implementing the team model. In fact, the principal left the majority of the planning to the teachers. Working with project staff, the teachers worked together to identify steps to take to prepare students, families and themselves for the changes. Teachers said they appreciated having the authority to make decisions and suggest ways in which the principal could assist them, such as developing teacher and student schedules, and arranging a common planning period for the teachers. At the teachers' request, team classrooms were in close proximity, providing the opportunity for teachers to communicate and solve problems quickly.

After the team model was implemented, the Malden CRC participants stated that the principal continued to give them authority to make team decisions that previously would have required administrative approval. As an example, the teachers could resolve student schedule conflicts on their own. The principal recognized the time some teachers spent on team logistics and decided to create a team leader position. One leader on each team was in charge of all team activities, coordinating the daily planning meetings and parent-teacher conferences and communicating team issues to the principal. A teacher reflected on the flexibility they had been given: " He has given us a lot of autonomy. He really has said 'Do whatever you want as long as in the end everyone has done what every other 9th grader has done'.

CRC participants in Worcester were less involved in the planning process than the CRC participants in Malden. Worcester CRC participants found that lack of involvement in the planning phases resulted in difficulty implementing teams. They recalled that they learned about the inclusion of more students with disabilities very late in the school year and had inadequate time to prepare for the changes. Project staff offered to assist with preparation over the summer

for the teams. CRC participants identified some of their concerns- grading policies, behavior and discipline issues, and homework support. Project staff did provide them with training and written materials on these topics during a day-long training at the end of the summer. However, the teachers identified numerous other logistical issues they said they did not have time to address such as clarifying the role of the special educator on the team, meeting with parents to introduce the high school team model, and preparing for student accommodations. Project staff continued to provide monthly after-school trainings with Worcester CRC participants and provided in-class technical assistance and curricular materials to the teachers based on their requests. However, many teachers complained that after school training, even with pay, is difficult for many teachers to attend or they simply stated that it was just an unattractive option after a long school day. In addition, there were no paid leaders for the teams. The teachers generally agreed that at least six months of planning would have been helpful. In summarizing the first year of the expanded teams, the Worcester CRC participants said that if they had been given some time to prepare for the changes, the teams would be more successful. Several teachers indicated that one year of planning would be ideal (WO, 1/00).

Taking the lead with restructuring. Describing the work with project staff, the teachers explained the importance of letting teachers contribute to the collaboration. They described appreciating that when project staff listened to them, and let the teachers "drive the agenda" they got a lot done.

Perceptions of principal/ assistant principal role. Malden participants described the school administrators, including the principal and the assistant principal assigned to the team, as being very supportive. In addition to giving the teachers the autonomy to design the teams and paying one teacher to coordinate the team activities, the principal did his best to resolve some

administrative issues such as scheduling issues, or discussing the team model with teachers who resisted joining the teams. Overall, the Malden CRC participants felt that the principal expected them to resolve most student and team issues. In Worcester, there was little evidence that teachers took the lead to resolve issues (WO 1/00). Instead, they typically directed their concerns to the assistant principal assigned to the team or raised concerns with the principal directly. In turn, the principal often made suggestions to the teams, but generally hoped they would resolve their issues independently or with project staff.

Teacher experience with team model. At Malden, the principal recruited CRC and TTSTs who had some experience with the cluster or team model in middle school teams. In addition, two special education teachers, who were previously working both in resource rooms and supporting students in general education classrooms, found the team model very effective. For example, one teacher stated: "To go from working with over a hundred teachers to working with just four is great."

In Worcester, one CRC participant who had experience working on a middle school team for 5 years realized that the high school team model benefited a wide range of diverse learners in the classroom and could accommodate the goals of teachers to support students.

In contrast, there were some special education teachers who found the model uncomfortable and intimidating. One teacher reported: "I haven't been in a high school classroom since I graduated in '73." In fact several special education teachers reported that their lack of knowledge about general education content was of great concern to them. One teacher who was working in a self-contained resource room previously, and then moved into the IC project stated, "I felt like a misfit." She felt uncertain of what she was doing, and found that she was taking a lot of work home, more than she ever had before.

Results of student focus groups In the spring of 2000, six months following implementation of the integrated curriculum model at both sites, project staff conducted six focus groups with thirty-five students with and without disabilities from the newly developed teams. The purpose of these interviews was to explore with students their perceptions of the team and what recommendations they had to improve it. In order to determine if students with and without disabilities had different perceptions of the changes, they were asked to participate in separate focus groups. Those students with educational plans were identified as having either learning or cognitive disabilities. Student participants were randomly chosen from the inclusive teams.

Common themes and recommendations emerged from the group discussions. These key recommendations included altering instructional practices such as providing more hands-on activities, slowing down the pace of instruction, and assigning long-term projects. Students also recommended having a study skills center that they can access on a daily basis and being clear about grading and assessment expectations. For example, students would appreciate more continuous feedback about their academic progress. Students also recommended that all teachers on their team be aware of necessary instructional accommodations. Students with IEPs commented on their need for better preparation before starting high school.

These recommendations indicate that students need multiple opportunities to learn information, to be involved in their evaluation, to demonstrate their knowledge, and to get extra help. Students had very specific suggestions as to how teachers can help them achieve their learning goals.

Instructional Practices

All students requested that teachers present new information clearly and simply, that the instructional pace be slower especially when the information is particularly complicated. Further,

students want teachers to take more time to explain assignments. The majority of students asked for more hands-on activities and projects and identified a number of reasons for this. Students reported that when they actively participated in assignments they paid attention more, get more out of learning, and have more fun in the process. One student said, "It [hands-on activities] might sound [elementary], but you know, it helps me learn." Students described some positive examples of hands-on learning such as building bridges in an engineering career pathways class and making movies in a communications class. Students enjoyed doing experiments in science class: "...Most of the time we just write notes and use it for our tests and quizzes. But when he [the teacher] does the experiments we learn more...cause we're having' fun while we're doing' it." Students' responses imply that a number of positive outcomes result from participating in hands-on learning: improved learning, increased engagement, increased motivation, improved attention, and more fun.

Academic Support

Students with and without disabilities appreciated having a special educator present in their general education classes. They also stressed the importance of having a study skills center that they could go to every day. One high school developed a classroom where all students (those with and without educational plans) could get academic support during the school day from general and special educators as well as from paraeducators. A large white board in the classroom outlined all class and homework assignments. Students were provided with all materials and supplies needed to complete assignments and also had access to computers and other curricular materials. In this school all students were assigned a free period to access the support center. Students said they wanted the opportunity to ask questions about what they were learning and to work on their assignments. For example, one student stated, "You go to that

period so the teachers can explain more... "; one student said, "We need extra help. That's what we need." A student from the school that established the academic support center reports that she is getting more help in ninth grade than she did in eighth grade: "...You have the Achievement Center for like a block, now it is ...spontaneous. ...Last year you could only go like two times a week and now you can go every day." Students attending the school without a study skills center requested time during the school day for academic support. A study center, like the Achievement Center described above, would allow opportunities for such academic support.

Evaluation and Grading

Students clearly stated that they wanted to be successful and were interested in obtaining higher grades. Students want teachers be very clear about class assignments and grading procedures. In particular, all students want to know exactly how they are graded on assignments and what they can do to make up assignments when they are absent. Some students felt they didn't have enough time to make up assignments because some teachers did not have a system for students to learn what their missing assignments were. "[Teachers] tell us at the end of the quarter, when they say...tomorrow all the marks [are] due, so this is what you owe." Students appreciated when teachers were organized and told them ahead of time what they needed to do in order to succeed and reviewed those requirements on an ongoing basis. One student said, "...these teachers in this team give...so many opportunities to like make up work...Not all teachers would do that...These teachers would give you a chance." Students felt they should be more clearly informed about how teachers evaluate their work. They also wanted the results of their work on more projects to be included in their final grade. For instance, a student suggested that teachers assign a project for each topic because it "gives you a chance to pass more."

Communication

Students talked about communication strategies they believe would be helpful for their academic success including a system for finding out what work they missed when they were absent from school. Students appreciate the team structure in that their teachers know each other and communicate regularly about students' progress. They say that teachers seem to know each other best and communicate better when their classrooms are in close proximity to each other. A student said, "The good thing about [the team], though, is all your teachers know each other. Like some people don't even know half their teachers, but now they [the teachers] can have a meeting and talk about any problem you have." Another student said, "...all the teachers would talk about you if you have certain weak spots. They tell you to come after school or during the study period. They try to help you get through it to make sure you get like A's and B's, not like C's and D's." Students were anxious for a monthly team meeting among teachers and students so that they could express their ideas for the team. Students at one high school expressed the need for reviving a mentoring program that could provide adult support for students. Any attempt to offer additional adult support or assistance was described by the students as helpful. The assistance of an adult implied a more caring and personal environment which students perceived as an advantage.

Preparation for high school

Ninth graders with IEPs were particularly clear about their need to be academically prepared to be included in the general curriculum. A number of focus group participants wished that they had been taught the basics before entering ninth grade. "...Math is complicated for me because, like I said, in special education last year, all I did was addition, multiplication, and fractions". Later that same student said she didn't learn what she needed in eighth grade: "I was

supposed to learn it in eighth grade; I didn't learn anything about it and it's just confusing for me now". Student commentary reflects the need for strong content knowledge to be included in all students' preparation for high school. Before participating in ninth grade classes students need exposure to content knowledge because ninth grade teachers expect students to have this knowledge.

Students' responses to focus group questions give school systems some clear guidelines for assisting all students to be successful in high school. In these focus groups, students have demonstrated that they have ideas about instructional accommodations, academic support, engaging learning environments, and adult support.

VII Implications for practice, policy and future research

There are a number of practice, policy and future research implications that can be drawn from this project. The following section outlines these implications that project staff and participants have identified throughout the project:

Practice implications

(a) Many students on IEPs included on the high school teams reported that they had little access to the general curriculum before beginning high school. More formal collaborations between these teachers should be occurring and a primary focus of this collaboration should be on improving student preparation for the general high school curriculum.

(b) Grading policies should be established before implementing an inclusive education model, and these grading systems should include authentic assessment methods that promote applied learning principles.

(c) Students from the Lifeskills classes were not included in the teams, despite many attempts by staff to include them. One reason for this was that special education teachers involved on the CRC in Malden made the decision that the teams were not appropriate for students assigned to their classes. Project staff were unable to persuade them to include these students and the school principal left that decision up to the teachers. In the future, more time would need to be spent with teachers from the Lifeskills class.

(d) Common planning time was critical for teachers from both sites. Teachers used the time to review specific student needs as well as to plan interdisciplinary units.

(e) Students and teachers reported that a study skills center was very important for all students to review new information and to receive additional academic support.

Policy implications

(a) For many school districts, establishing a restructured model in a traditional comprehensive high school may best be initiated by proposing a pilot program in which a small group of teachers and a small group of students are initially involved. Teachers and administrators should keep data that they can use to demonstrate positive outcomes of the program to school board members, parents, administrators, and other teachers.

(b) Establishing a restructured high school model requires collaboration with teachers. Teachers should be included in restructuring efforts from the beginning of the process.

(c) Educational leaders should consider recruiting volunteers to pilot the new model

(d) Teachers involved in restructuring should be given up to one year to assist in planning a model. Teachers report that they need time to prioritize what they need to do and to visit other programs.

(f) More formal interdepartmental collaborations between vocational education, special education and general education teachers should be encouraged to promote an integrated curriculum model.

(g) Curricular alignment is an on-going process that cannot be done in just a few sessions. As teachers adopt and implement new instructional strategies, they discover that they are addressing additional SCANs skills and competencies.

(h) Efforts need to be made to give teachers time to create fair grading policies that can be used in inclusive settings.

Implications for future research

Possible topics for future research based on this project include:

- Studying the long term success of students involved in inclusive high school programs. Do high schools maintain such plans in the long run? How do schools continue to run Achievement / Study Center-type rooms without them becoming self-contained segregated classrooms just for students with IEPs?
- Exploring successful ways to involve parents in the planning process of such efforts as well as ways to encourage parents to be involved in the implementation of them. The difficulty that project staff had in bringing parents together was consistently a problem in both high schools. Looking at successful ways of involving parents would be a service, particularly to urban schools.
- Creating bridges among high school departments in order to help students, particularly students with IEPs, to be more successful in school. Project staff found that when teachers worked together (in Malden, for example) students were more successful. However, it is more likely that teachers in large urban high schools will not have many

opportunities, nor will they be encouraged to work together. In particular, links between school-to-career staff and content area and special education teachers are rare. Research regarding getting this collaboration to happen regularly would be beneficial to most high schools.

Appendix I
Survey and training and technical assistance provided

Integrated Curriculum
Training & Technical Assistance
Needs Survey

- ❑ Laying the Foundation: SCANS & Curriculum Frameworks – introduces School-to-Career efforts and SCAN skills and making connections to the guiding principles of the curriculum frameworks
- ❑ Problem-based Learning – how to create active learning environments to develop effective problem solving skills
- ❑ Differentiated Instruction – Planning multilevel instruction for heterogeneously grouped classrooms
- ❑ Curriculum Modification – how to use planning tools to instruct all students
- ❑ Use of Technology in the Classroom & Beyond – how to use services and devices to enhance learning and increase independence
- ❑ Leadership Skills - how to ehance curriculum to encourage students to in developing leadership skills including making decisions for themselves and self-advocacy skills
- ❑ Collaborative Teaming for Cross-Disciplinary Planning - how to use teams to plan thematic, transdisciplinary and integrated lessons
- ❑ Reflective Teach and Learning - how to evaluate teaching practices and assist students in evalutating their own learning
- ❑ Student-Centered Planning - provides an overview of creative planning approaches (e.g., MAPS, COACH, PATH, Whole Life Planning) and why they are important
- ❑ Authentic Assessment - how to measure skills, abitlities, and lerning styles in school

❑Other: _____

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Tally Sheet / Malden Preferences

Accessing the General Curriculum: High Standards for ALL Students

Discussion Topics

- ❒ ***Grading*** – determining equitable school-wide policy for reporting student progress.
- ❒ ***Evaluating Student Work*** - measuring skills, abilities and learning styles with authentic assessment tools such as portfolios, class projects, rubrics, performance standards, alternate assessments, progress reports
- ❒ ***Problem-Based Learning*** – creating active learning environments to develop effective problem solving skills
- ❒ ***Differentiated Instruction*** – planning multilevel instruction for heterogeneously grouped classrooms
- ❒ ***Technology in the Classroom and Beyond*** — using services and devices to enhance learning and increase independence
- ❒ ***Achievement Centers*** — developing school-based learning centers where all students can work on independent or small group projects, seek out extra help, make-up work, or pursue advanced work
- ❒ ***Reflective Teaching and Learning*** — evaluating teaching practices and assisting students in evaluating their own learning
- ❒ ***Collaborative Teaming for Cross Disciplinary Planning*** — using education teams to plan thematic, interdisciplinary and integrated lessons
- ❒ ***Curriculum Modification*** — using planning tools to instruct all students
- ❒ ***Leadership Development***–encouraging students to develop adult life skills by incorporating, service learning projects, apprenticeships and School-to-Career (STC) efforts to assist students in making real-world connections
- ❒ ***Student-Centered Planning*** — using creative career and life planning approaches
- ❒ ***Reading modifications*** — supporting students with limited reading ability through various accommodations and strategies.
- ❒ ***Behavior*** – Devising positive behavior strategies for student success in the classroom.
- ❒ Other MCAS Prep.

Weighted results of Training Survey

Worcester South Community School
August 25, 1999
Top Three Choices

SCANS	3
Problem Based learning	3
Differentiated Instruction	9
Curriculum Modification	5
Use of Technology	16
Leadership	5
Collaborative Teaming	8
Reflective Teaching and learning	9
Student Centered Planning	2
Authentic Assessment	7

Other- Reading and Literacy: Brief but passionate narrative about the need for techniques on how to motivate students to read.

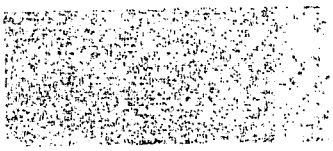
Sample training and technical assistance schedule for ICP Worcester & Malden

Date of Training	Training topics in Worcester	Outcome(s)
June 19, 1999	Initial meeting to discuss new model. Project staff ask teachers to identify concerns, possible training topics.	Teachers identify a number of concerns and training topics: grading alternatives, modified instruction, accessing the general curriculum, discipline/student motivation.
Aug. 25,1999	Intensive day-long planning session with teachers. Addresses all identified topics in small and large group.	Teachers prepared for inclusive team model and discussed successful strategies Team A has used to support students. Planned monthly training and TA schedule for year.
Sept. 21,1999	Review of new model to date. Assistive technology as method to access general curriculum demonstrated.	Further training requested. Teachers request additional materials for class.
Oct. 26,1999	Grading alternatives	Teachers reviewed grading options. Prepared to choose 1-2 alternatives to incorporate into class syllabus.
Nov. 9,1999	Grading alternative continued	Teachers identified alternative grading alternatives to incorporate in classes: contract grading and rubrics.
Nov. 16,1999	Redefining your role as a special educator: Co-teaching models: parallel teaching, one teach;one "drift", Station teaching and Remedial/Supplemental teaching.	Special education staff identified two models they believe best support the new model, one teach;one "drift and supplemental teaching and introduce co-teaching model at their next common planning meetings.
Dec. 13,1999	Organizational strategies for students. Review of co-teaching models, contract grading.	Teachers share strategies to increase students' study skills, organization. Examples of contract grading are discussed.
January 18, 2000	Focus group: Worcester TTST members asked to discuss the process of change to the new model and the recent implementation.	Teachers identify both positive aspects of developing inclusive 9th grade teams and continuing challenges.
February 15, 2000	Increasing student motivation	Teachers identify possible classroom strategies that increase student understanding

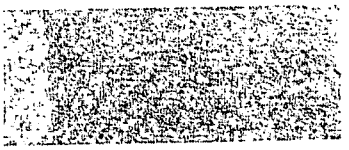
		and active participation in class(learning styles, jump start activities).
March 20, 2000	Modifying curriculum and Understanding by Design concepts	Teachers modifying Romeo and Juliet for diverse learners on teams.
March 28, 2000	Met with Career pathways teachers to brainstorm strategies to incorporate school-to-career curricula with general education curricula.	Teachers identify barriers to collaboration: a) Opposite teaching schedules; b) Differing views of learning standards to be met

Date of Training	**Training topics in Malden**	**Outcome(s)**
July 21,26,27,28, 1999	Project staff provide technical assistance to staff as they continue to adjust their curriculum to the frameworks. English teachers and special education staff meet to plan lessons and possible modifications.	Staff adjust curriculum. Possible curriculum modifications are identified for students on both academies.
August 31, September 1, 1999.	Teachers complete training topics survey and training schedule for year is planned.	Priority training topics are identified: using technology to support the curriculum, reading modifications, using technology to support the curriculum
November 12, 1999	Using technology to promote access to the curriculum for all students.	Staff ask for additional training to learn more about accessing relevant web sites for curriculum planning and in using Inspiration software.
December 6,1999	Hands-on instruction: using technology to support integrated curriculum model.	All staff given copies of Inspiration software. Teachers plan to use software to prepare graphic organizers for students.
January 10, 2000	Integrated curriculum models	Teachers use models to develop cross-discipline lessons.
March 3, 2000	Shadowed 9th grade teams	Identified curriculum modifications to promote student access to information.
April, 2000	Prepared and submitted proposal to	Submitted blueprint of model to ASCD for

	ASCD	presentation



Integrated Curriculum Project
Malden High School
Meetings



Date	Topic
January 4,2001	Math/Science
January 16, 2001	English/Social Studies
January 25, 2001	Renaissance units
February 5, 2001	Math/Science
February 14, 2001	English/ Social Studies
March 2, 2001	Large group- planning
March 13, 2001	Large group-planing
March 22, 2001	Large group- planning
April 2, 2001	Large group –planning
April 6, 2001	Renaissance Fair

Next meetings to be decided after fair on April 6, 2001

Appendix II
Sample curricula materials purchased for Integrated Curriculum Teams

Sample curricula materials purchased

Integrated Curriculum Project
Spending: 10/01/00-9/30/01

Malden

Date Ordered	Item
9/28/00	Understanding By Design Video Series
7/00	Digital camera
7/00	Computer, scanner converter, monitor, VCR, 2 carts
9/14/00	Science teachers' kit for 9th grade math teachers
10/25/00	30 Graphing Calculators
1/18/01	Holocaust materials (Perfection Learning)
1/18/01	Holocaust materials (Jackdaws)
2/15/01	Science Kit rental – Renaissance Unit

Worcester

Oct 3, 2000	Staples: binders, scissors, notebooks. labeler for students
Oct. 3,2000	Class set of atlases
Nov 3,2000	Kendall/Hunt- science experiment books
Nov 6,2000	Indiana University- (3) copies of Power of Two
Nov 17, 2000	Hammet- math manipulatives

Nov 8, 2000	The Outsiders:text books
Nov 8, 2000	The Outsiders- cassettes(On Learning Corp.)
Nov 8, 2000	Teachers Video Com-videotapes for cynthia Vauna
Nov 21, 2000	Sundance Publishing: Animal Farm-books/cassette
Nov 24, 2000	Hammett- Calculators(40)
Dec. 6, 2000	Hammond World Atlas Corp-classroom texts
Dec 17, 2001	Two pairs of adapted scissors-pathway class
Jan 7, 2001	School supplies for students-binders, notebooks, hole punch
2/1/01	Science materials, texts
2/1/01	Romeo and Juliet-teacher resource guide, video
2/1/01	English materials
2/1/01	Books for reluctant readers
2/2/01	Critical thinking games, etc for mentor period
2/5/01	Social studies materials
2/7/01	Shiloh-audio cassette
2/21/01	Video series(3) Educating Everybody's Children
3/2/01	Math software-all teams
3/15/01	Classroom supplies
3/15/01	20 Great Expectations
3/15/01	Class set (30) Romeo and Juliet
3/23/01	Class set (30) Les Miserable

3/23/01	Conference Registration –one teacher
3/26/01	Recorded books-Team B.Great Gilly Hopkins, Monkey Island
3/27/01	Sargent –Welch Co- Science kits for Team A
3/29/01	Mindware- materials for mentor period. Team C
3/29/01	Six Alphsmarts for the six teams and cables
4/19/01	Inclusion-450 Strategies for Success. Mary Harrington
4/19/01	Linguisystems- 3 textbooks (Lynn-Spec ed)
4/24/01	Next/McDougal Little- Romeo and Juliet. Team C.
4/25/01	American Heritage Student dictionaries. Team C
4/25/01	Pymt for paraeducator training –1 paraeducator
5/4/01	Preparing to purchase Woodcock Johnson test-Spec Ed
5/4/01	Digital camera for Teams
5/4/01	Team C- Sundance (class set of Rome and Juliet for Team C), Hammett's ,Teachers Video Con
5/4/01	Forgot to subtract 1/2 of costs for summer institute last year
5/2/01	Sundance(Anne Frank;Outsiders)

5/14/01	Hammett(Grammar, Teaches' ed: Outsiders,Anne Frank; Writers book, Origami, Buidlding a positive self concept,Spelling Ace) Team C
5/1/01	Teacher's Video Co: Huck Finn; Cask of Amontillado, Anne Frank etc
5/22/01	Sundance: 30 copies of mythology Team A
5/22/01	Prestwick House: Mythology,Teacher's ed Team A
6/4/00	Sundance: 2 sets of classroom books for reluctant readers.
6/5/01	Houghton Mifflin- set of dictionaries(10) Team C
6/5/01	Hammett's colored pencils; rulers
2/9/01	Graphic organizers(found bill)
6/5/01	Great Reads for Reluctant readers; Best selling paperbacks for 9th graders(Sundance)
6/5.6/6. 6/7, 6/8,6/11, 6/12.6/19	Team A planning
6/27/01	Classic retelling
6/26/01	Global Studies- 55 books
6/12/01	Cybershot Digital Camera
July 9,10,11,12,13	Social Studies group(6 teachers) develops social studies units for Grades 9, 10

Appendix III
Conferences attended by CRCs and TTSTs members

Examples of conferences supported by Integrated Curriculum Project

Date	Conference	Attended by
11/23/99	Teacher training (John Collins writing system)	Malden TTST
12/22/99	Young Adult Literature conference (2 teachers)	Malden TTST
Jan 4.2000	South High :three teachers to attend Federation Family conference 10/25/99	Worcester TTST
2/2/00	Grant Wiggins conference (8 teachers)	Malden TTST
2/16/00	Co-teaching conference (5 teachers)	Malden TTST
April, 2000	Six teachers to Co-Teaching conference-BER	Worcester TTST
5/9/00	Algebraic Concepts conference (2 teachers)	Malden TTST
10/6/00	Registration for 5 teachers to attend Internet conference	Malden TTST
10/26/00	Registration for 1 teacher to attend Science conference	Malden TTST

1/18/01	Grant Wiggins conference 3/6/00	Malden TTST
1/18/01	ASCD conference 3/16/01-	Malden TTST
8/01	4 teachers: MTA conference	Madlen TTST
Dec 15, 2000	ASCD conference- I staff	Worcester TTST

Appendix IV
Integrated Curriculum Project
Research activities and timeline

Integrated Curriculum Project

Research Activities and Timelines

October 1998-September 2001

Purpose	*Data Collection*	*Schools*	*Who*	*When*
•Document IC design and implementation	Participant Observation of curriculum review	Malden Worcester	JWT/JCT/MM DH, KM, MP	Fall/Winte 98/99 Fall, 99/ Winter, 2000
	Perspectives of Key Stakeholders:			Septembe 1999
	•STW personnel (1)	Malden	JWT/JCT/MM	
	•Employer (1)	Worcester	DH, KM, MP	
	•Parent (1 focus group)	Malden Worcester	JWT/JCT/MM SCP staff	
	•Student (1 focus group)	Malden Worcester	Federation "	
	•Teachers (1 focus group)	Malden Worcester	Federation "	

		Malden Worcester	JWT/JCT/MM DH, KM, MP	
	Participant Observation of curriculum implementation in classrooms (3)	Malden Worcester	JWT/JCT/MM DH, KM, MP	Fall 1999
•Document Impact of IC (pre and post test)	Teacher Survey •Measures involvement in IC activities	Malden (Pilot) Worcester (intervention) Chicopee (control site)	JWT/JCT/MM DH, KM, MP	Fall, 1999
	Student Survey •Measures involvement in IC activities	Malden (Pilot) Worcester (intervention) Chicopee (control site)	JWT/JCT/MM	Fall, 1999
Evaluation of project by CRCs and TTSTs	Focus group	Malden and Worcester (Intervention sites)	MP/KM	May & Jul 2001
•Changes in level of inclusion of students with	Record review for scheduling changes	Malden (Pilot) Worcester (intervention)	JWT/JCT/MM DH, KM, MP	May-Septembe 2001

disabilities in general curriculum in regular education classrooms	or Behavioral observation of select students	Chicopee (control site)		

Appendix V
Research instruments

Curriculum Area / Framework
SCANS Fundamental Skills
Basic Skills
A. Reading
B. Writing
C. Arithmetic/Mathematics
D. Listening
E. Speaking
Thinking Skills
A. Creative Thinking
B. Decision Making
C. Problem Solving
D. Seeing in the Mind's Eye
E. Knowing How to Learn
F. Reasoning
Personal Qualities
A. Responsibility
B. Self-Esteem
C. Sociability
D. Self-Management
E. Integrity/Honest
SCANS Competencies
Resources
A. Time
B. Money
C. Materials & Facilities
D. Human Resources
Interpersonal
A. Participates in Team
B. Teaches New Skills
C. Exercises Leadership
D. Serves Clients/Customers
E. Negotiates
F. Works with Diversity
G. Career Awareness
Information
A. Acquires/Evaluates
B. Organize/Maintain
C. Interprets/Communicates
D. Uses Technology
Systems
A. Understands Systems
B. Monitors Performance
C. Improves/Designs
Technology
A. Selects Technology
B. Applies Technology
C. Maintains Equipment

Join us for a
FOCUS GROUP FOR PARENTS

What we need:
The Institute for Community Inclusion (ICI) at Children's Hospital, Boston, is seeking parents of ninth-grade Team students at South High Community School willing to participate in a focus group about changes in ninth-grade classes. The purpose of this focus group is to understand parents' perspectives of the new team structure.

What to expect:
During our focus group, we will be asking you and other parents what your thoughts are about the new structure. Topics of discussion will include your understanding of the new structure and why it was introduced, your thoughts on what students will learn from it and your views on whether or not it is teaching students successfully.

The focus group will likely be held at South High Community School in the evening. The entire discussion will take no longer than 45 minutes.

What you'll receive:
If you sign up to participate, the Institute for Community Inclusion will pay you $20 as a thank you for taking part in our discussion.

If you would like to participate in the focus group, please contact:
Maria Paiewonsky
Institute for Community Inclusion
Children's Hospital,
Boston, MA 02115
(617)355-6281

We look forward to talking with you!!

Teacher focus group questions:

1. Describe the new whole school change initiative at your school.
2. How will this initiative build on what you are currently doing?
3. How will this initiative change what you are doing?
4. What is exciting about the initiative?
5. Do you have any concerns about the initiative?
6. What has been successful in trying to provide all students access to the general curriculum?
7. What has been successful in promoting all students' progress in the general curriculum?
8. What still needs to happen to improve student access? In the classroom? At the whole school level?
9. What still needs to happen to improve student progress? In the classroom? At the whole school level?
10. What would you like to explore in terms of what works for all students? Access? Progress? Classroom practice? Whole school structures/systems?

Appendix VI
Integrated Curriculum Project
Blueprint for replication

Integrated Curriculum Through Teaching Teams

Maria Paiewonsky, Institute for Community Inclusion
Kathleen Moriarty, Institute for Community Inclusion
Carol Keenan, Malden High School
Traci Hawk, Malden High School
Heather Gearty, Malden High School
Suzanne Bacigalupo, Malden High School

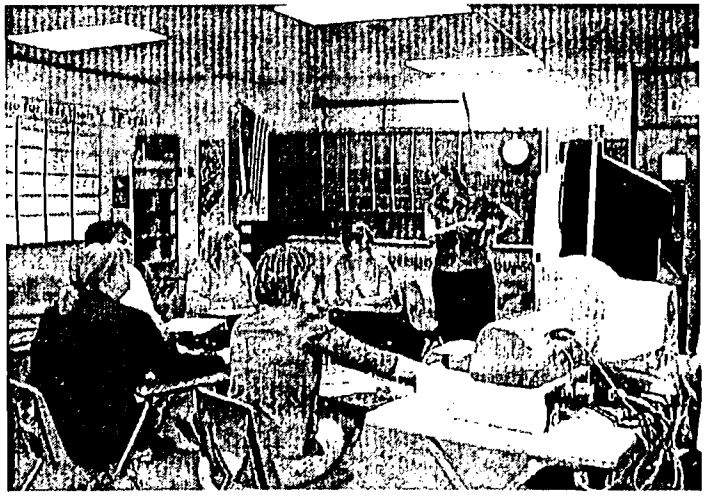
Getting Started

Part One

Kathy Moriarty
Maria Paiewonsky

Introduction

- Introduction of presenters
- Description of the beginning of the collaboration between Malden High School and the Institute for Community Inclusion



Purpose of Our Collaboration

- To develop teaching teams that would better support students with diverse learning needs
- To provide participating schools with resources to promote new learning for teachers
- To research the effectiveness of the new structure

The Process

- Recruit teacher volunteers--start with those teachers who really want to be involved
- Arrange for teachers to visit other high schools that are using this structure
- Plan regularly scheduled meetings with teachers (before, during & after school)

The Process

- Provide regular communication and support for involved teachers
- Solidify the commitment of teachers
- Consider which students will be involved (all of 9th grade? Half of 9th grade?)
- Consider school schedules (potential for team classes to be in a block; individual teacher duties, etc.)

Team Model

Part Two

Carol Keenan

Team Model

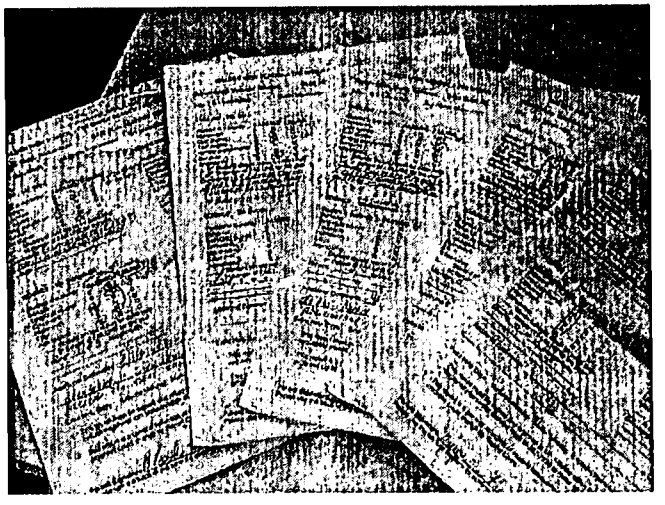
- 1 English Teacher
- 1 Math Teacher
- 1 Social Science Teacher
- 1 Science Teacher
- 1 Special Education Teacher
- 1 Paraprofessional

Team Model

- 4 Periods Taught on Team
- 1 Period of Team Meeting Time Daily
- Approximately 80-85 Students per Team
- Heterogeneously Mixed Classes (except math)
- Full Flexibility to Adjust Student Schedules

Role of Team Leader

- Conduct Daily Team Meeting with Agenda
- Monitor Student Progress for Team Classes
- Manage Quarterly Progress Reports
- Liaison to Team from Administration, Guidance, Nurse, ICI, Parents, etc.
- Keep Binder with Team Meeting Notes
- Adjust Student Schedules as Needed
- Adjust Period Times as Needed
- Invite All "Non-Team" Personnel to Team Meetings
- Keep Files on all Team Students
- Communicate with other team leaders
- "Representative voice" for the team

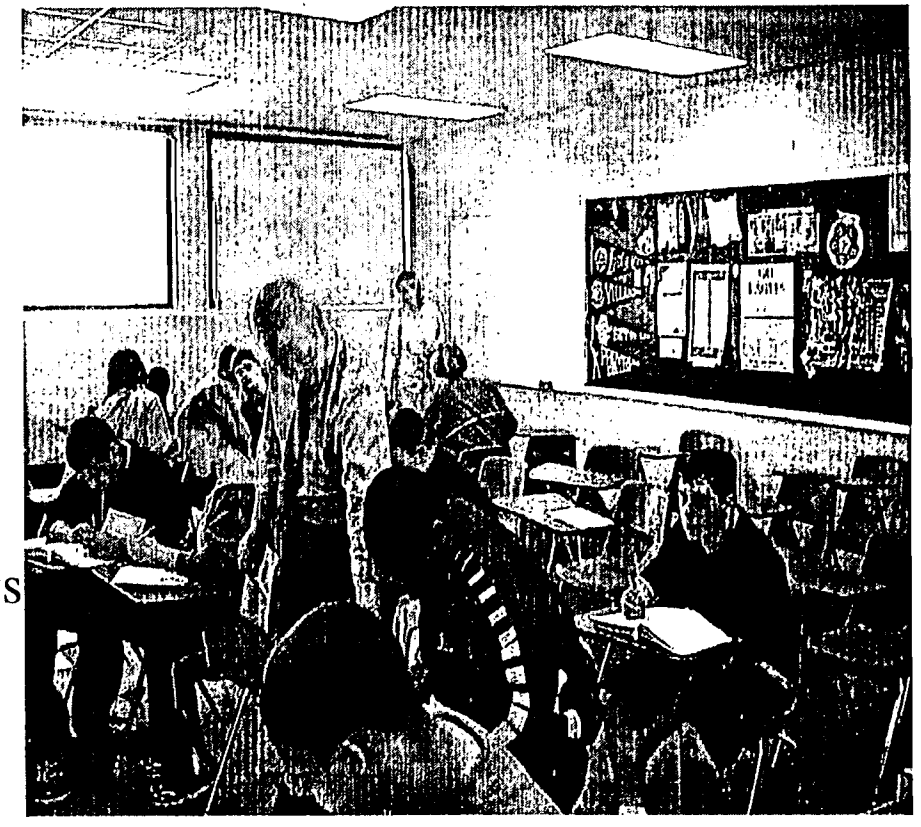


Skills of Team Leader

- Organized
- Resourceful
- Communicative
- Attentive to detail
- Loyal
- Flexible
- Responsible
- Tactful
- Planner
- Sense of humor

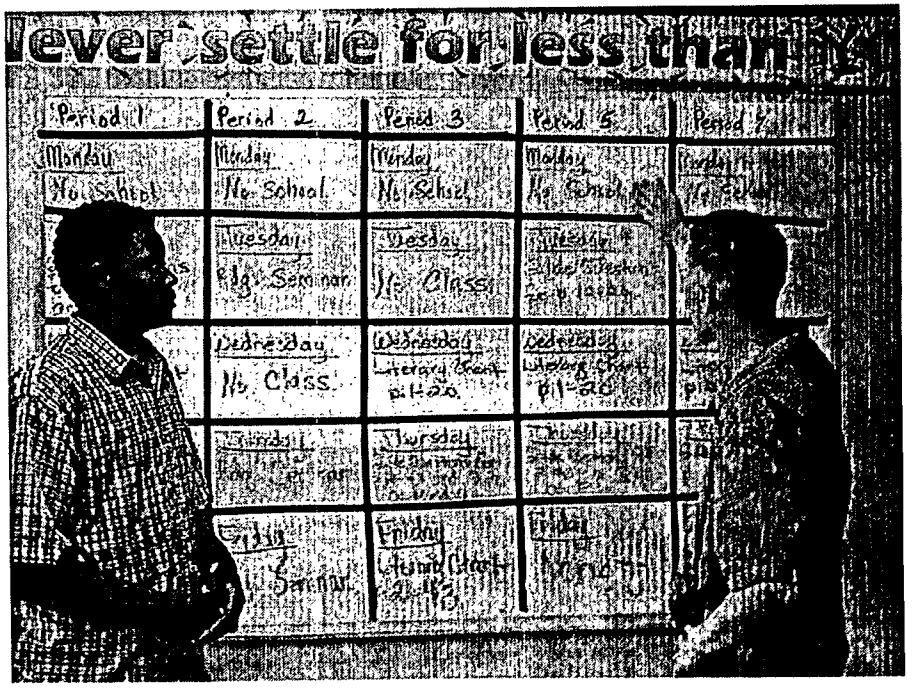
Teacher Components of Teaming

- Homework policy
- Homework board
- Classroom expectations
- Shared instructional strategies
- Shared supplies expectations
- Team assemblies
- Student agenda books
- Ability to adjust period times
- Ability to adjust student schedules
- Collaboration during team meetings
- Fewer discipline referrals
- Fewer cut slips
- Fewer retentions
- Higher academic averages



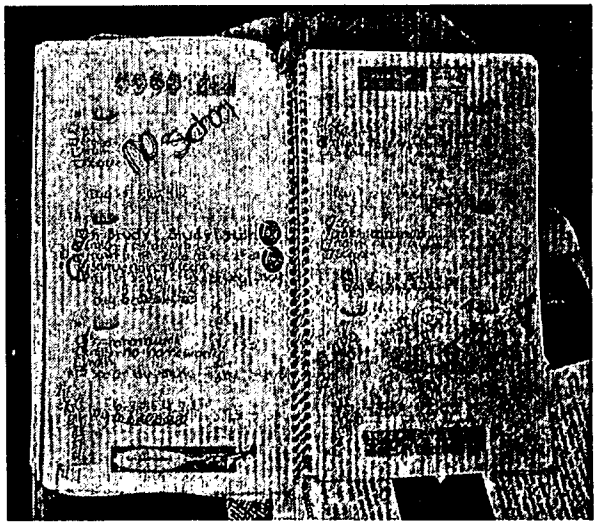
Student Components of Teaming

- Supplies
- Agenda book
- Homework policy
- Homework board
- Consistent discipline
- Sense of belonging
- Shared instructional strategies
- Quarterly progress reports
- Across team accountability
- Schedule changes as needed



Parent Components of Teaming

- Fall open house
- Academy expectations sent home
- Explanation of writing program sent home
- Course outlines provided
- Phone calls home as needed
- Parent conferences during team meetings
- Notes written in student agenda books
- Quarterly newsletters
- Quarterly progress reports
- Weekly progress reports when requested



Agenda Items for Team Meetings

- Discuss student academics
- Discuss student homework
- Discuss discipline issues
- Discuss attendance/tardies
- Meet with parents
- Adjust students' schedules
- Adjust period times
- Complete progress reports
- Collaborate on curriculum
- Discuss instructional strategies
- Discuss special education issues
- Discuss referrals to specialists
- Discuss student medical/ psychological issues
- Discuss DSS issues
- Conduct core evaluations
- Meet with "non-team" personnel
- Meet with other teams
- Team leader = "Messenger of Information"

Integrated Curriculum Through Teaching Teams

Maria Paiewonsky, Institute for Community Inclusion
Kathleen Moriarty, Institute for Community Inclusion
Carol Keenan, Malden High School
Traci Hawk, Malden High School
Heather Gearty, Malden High School
Suzanne Bacigalupo, Malden High School

Special Education Component

Part Three

Traci Hawk

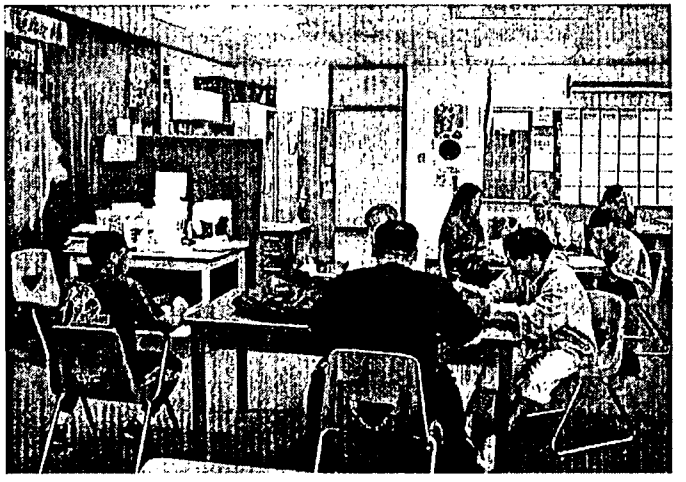
The Process

- Special educators participate in curriculum planning even before the school year begins
- Student lists were assigned to two of the four classes in each subject
- Teacher and paraprofessional "Divide and Conquer"
- Schedules often adjusted
- Ed plans copied, highlighted and distributed
- Voice of special education department
- Voice of special education students' needs
- Ongoing consults regarding modifications and accommodations
- Maintaining continual parent communication
- Ongoing curriculum strategizing

General Components of Learning/ Achievement Center

- Scheduled support class (pass/ fail grade)
- Part of daily schedule
- 15-20 students on IEP's
- Staffed by special education teacher and paraprofessional
- Offers support for academic classes

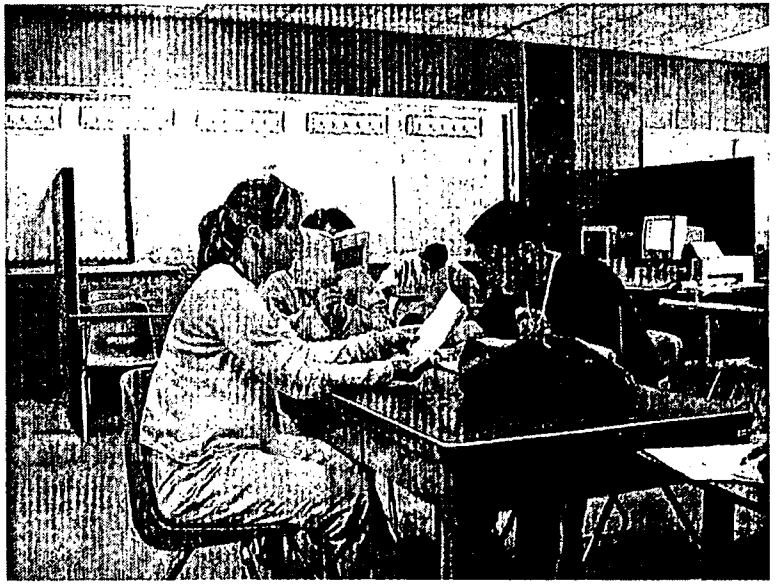
Instructional Tools of Learning/ Achievement Center



- Homework board for all team subjects
- Copies of student textbooks
- Audio cassettes of novels
- Writing program charts
- Copies of student assignments (current and long-term)
- Computers
- Daily points= quarterly grade
- Furniture allows for small group or individual work space

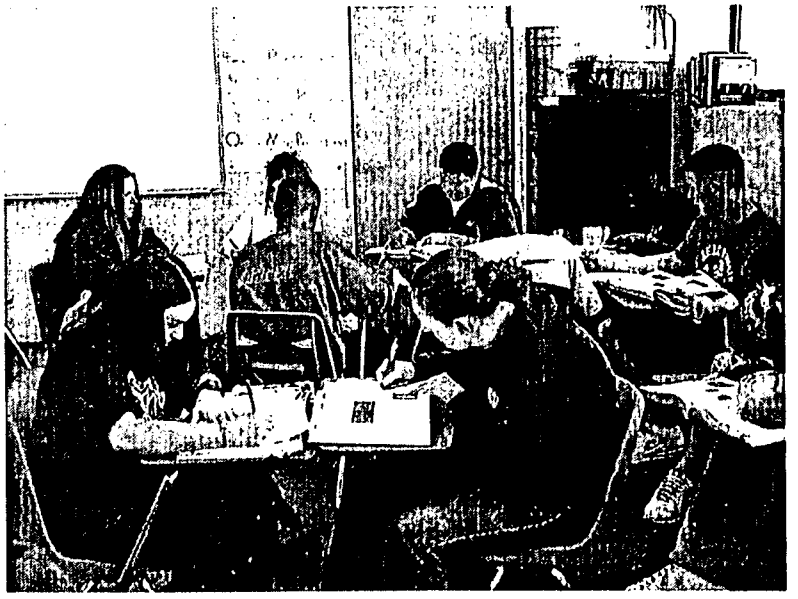
Role of Learning Center Teacher and Paraprofessional

- Daily check-ins with all students regarding: agenda books, supplies, homework, test, quiz and project preparation
- Homework support
- Class work re-teaching
- Make-up work support
- Extended time and retaking of tests and quizzes
- Written study guides completed
- Oral reading support
- Aided recall strategies
- Modification of curriculum
- Liaison to non-team teachers

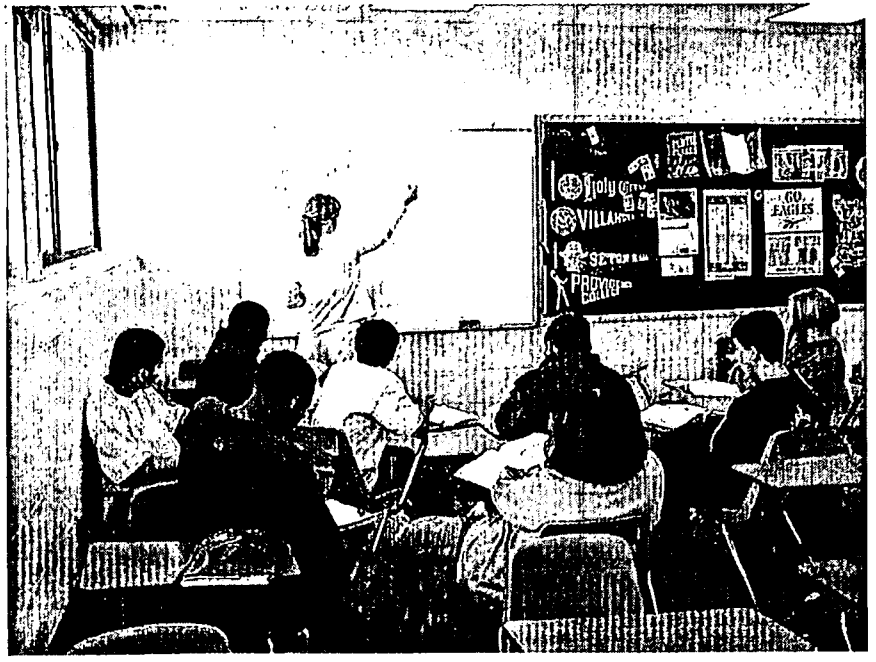


Student Components of Learning Center

- Daily 1:1 support
- Enforced organizational skills
- Re-teaching of curriculum with models
- Non-threatening, supportive, structured environment peer/ partner support
- Student record of daily progress
- Extra time allowed for tests and quizzes



Paraprofessional/ Teacher Relationship



- Strong open communication
- Clear understanding of co-teaching relationship (see handout)
- Full disclosure of ed plan accommodations
- Team meeting updates

Special Ed/ Regular Ed Collaboration

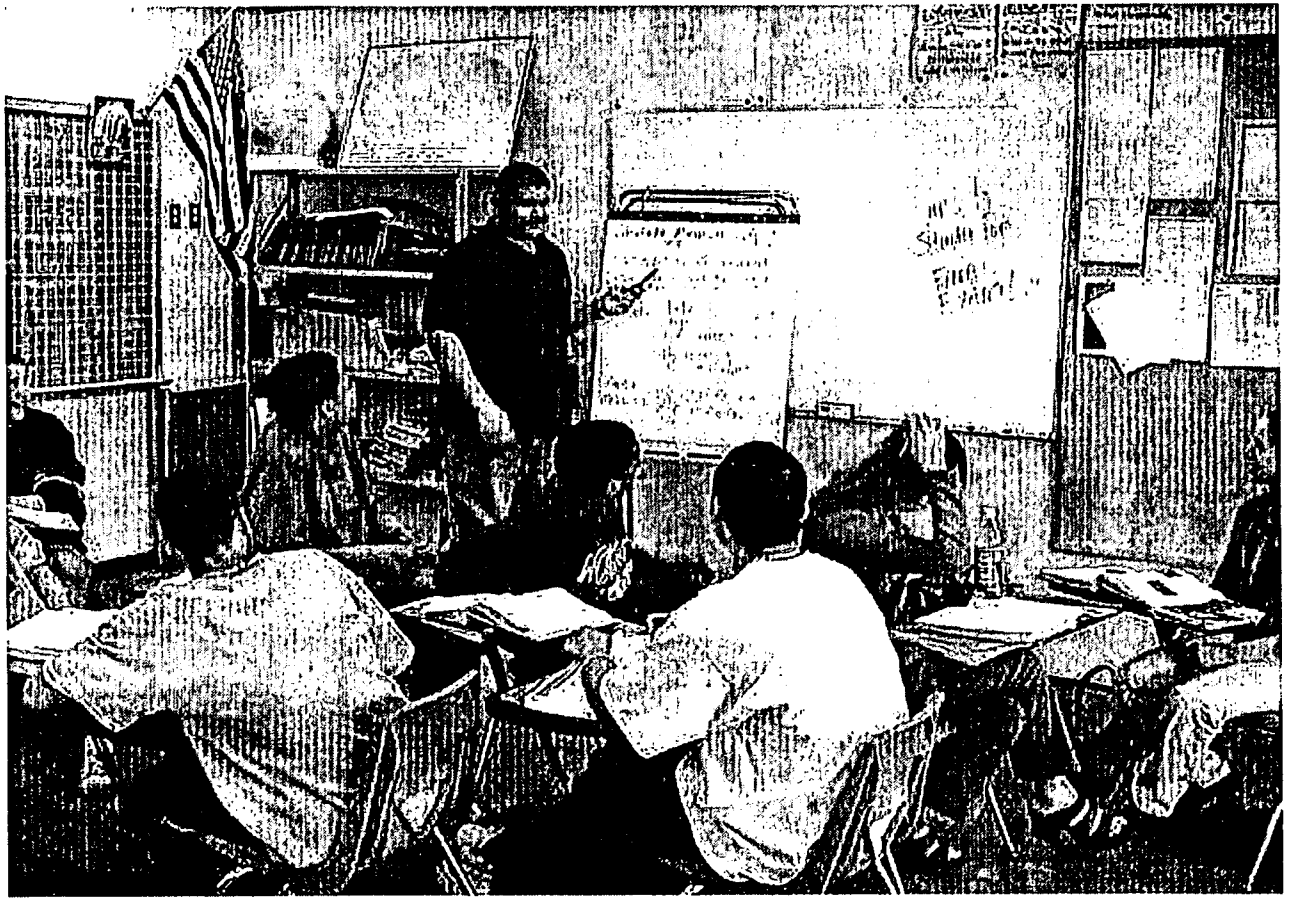
- Direct in-class support by special educator or paraprofessional
- Circulating and assisting all students
- Planning of instructional approaches and assessments
- Shared philosophy that all students can succeed
- Shared discipline
- Equal status is established
- Strategizing stumbling blocks
- Parallel teaching
- "Tag Team" teaching
- Accommodations become "good teaching strategies"

Instructional Opportunities

Part Four

Heather Gearty

Instructional Opportunities on Academic Teams



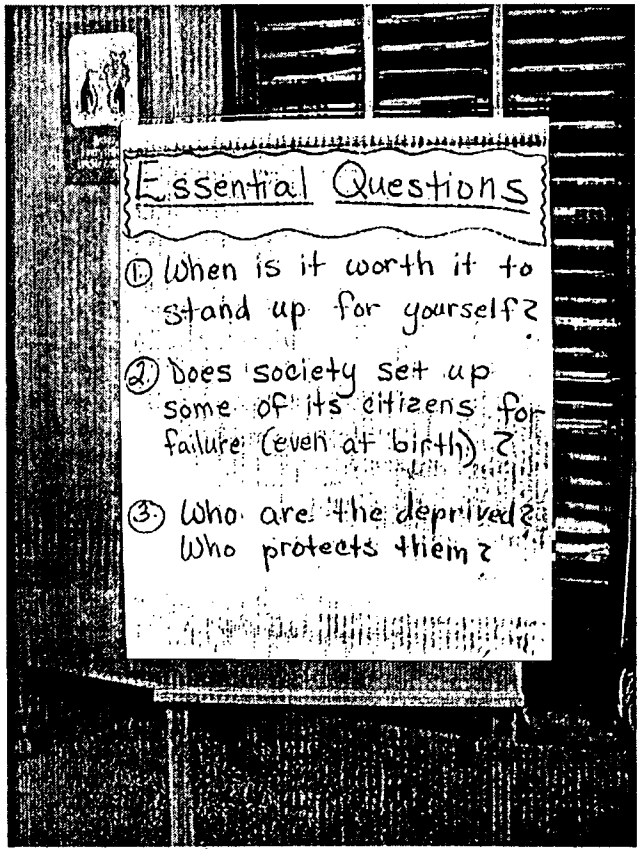
MTA Summer Conference 2001

John Collins' Writing Program

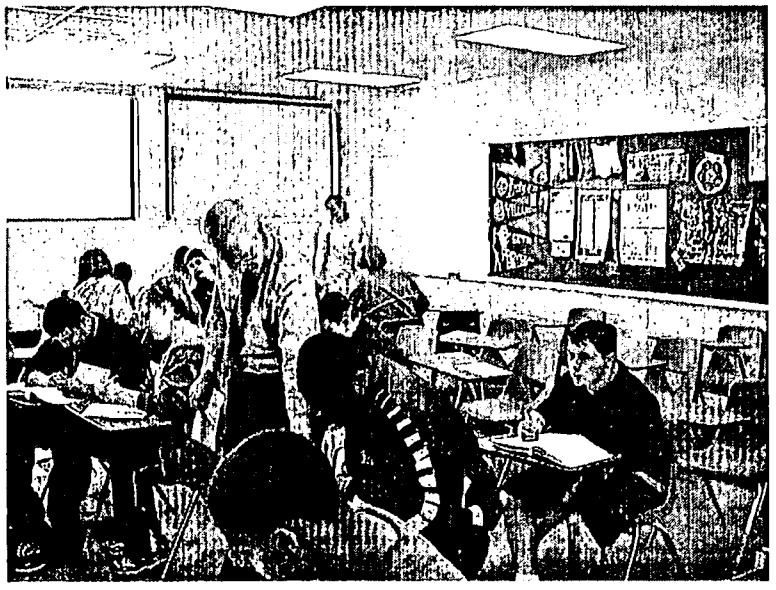
- English teachers introduce the program to all classes on the team
- Focus Correction Areas may be used in all subject areas
- Promotes consistency, accountability, and writing fluency across disciplines

Grant Wiggins' Understanding by Design

- Teachers trained in curriculum design (also known as backwards design)
- Develop "essential questions" within and across the disciplines
- Promotes discussion and opens doors for interdisciplinary work



Co-Teaching



- Team members attended Marilyn Friend's workshop to develop co-teaching strategies
- Students on the team benefit from the cooperative process
- Co-teaching is especially beneficial to students who work in the Learning Center. Lessons are reinforced on a daily basis.

Emphasis on Student-Centered Activities

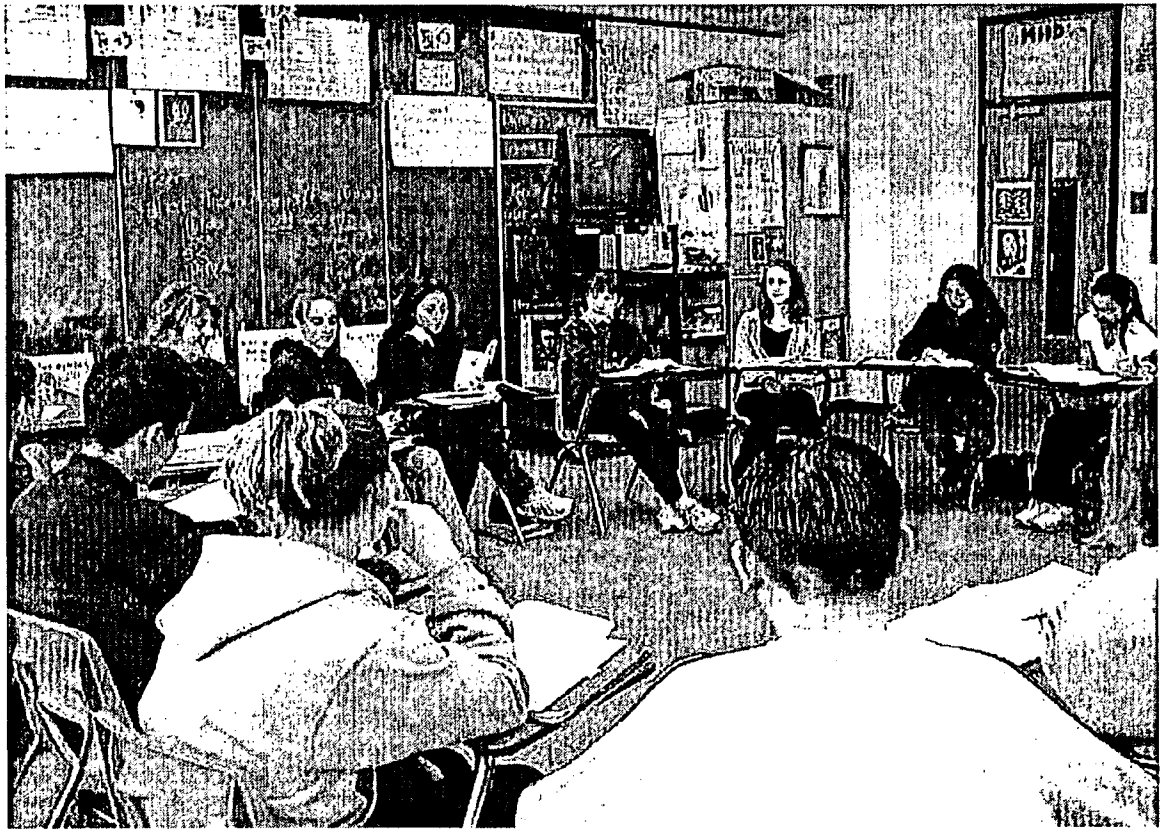
- Knowing the students on the team helps to facilitate student-centered activities
- Common planning time allows for conversation to plan, execute, and evaluate the activities

A Few Examples...

- Text-based discussions (developed by The Coalition of Essential Schools)

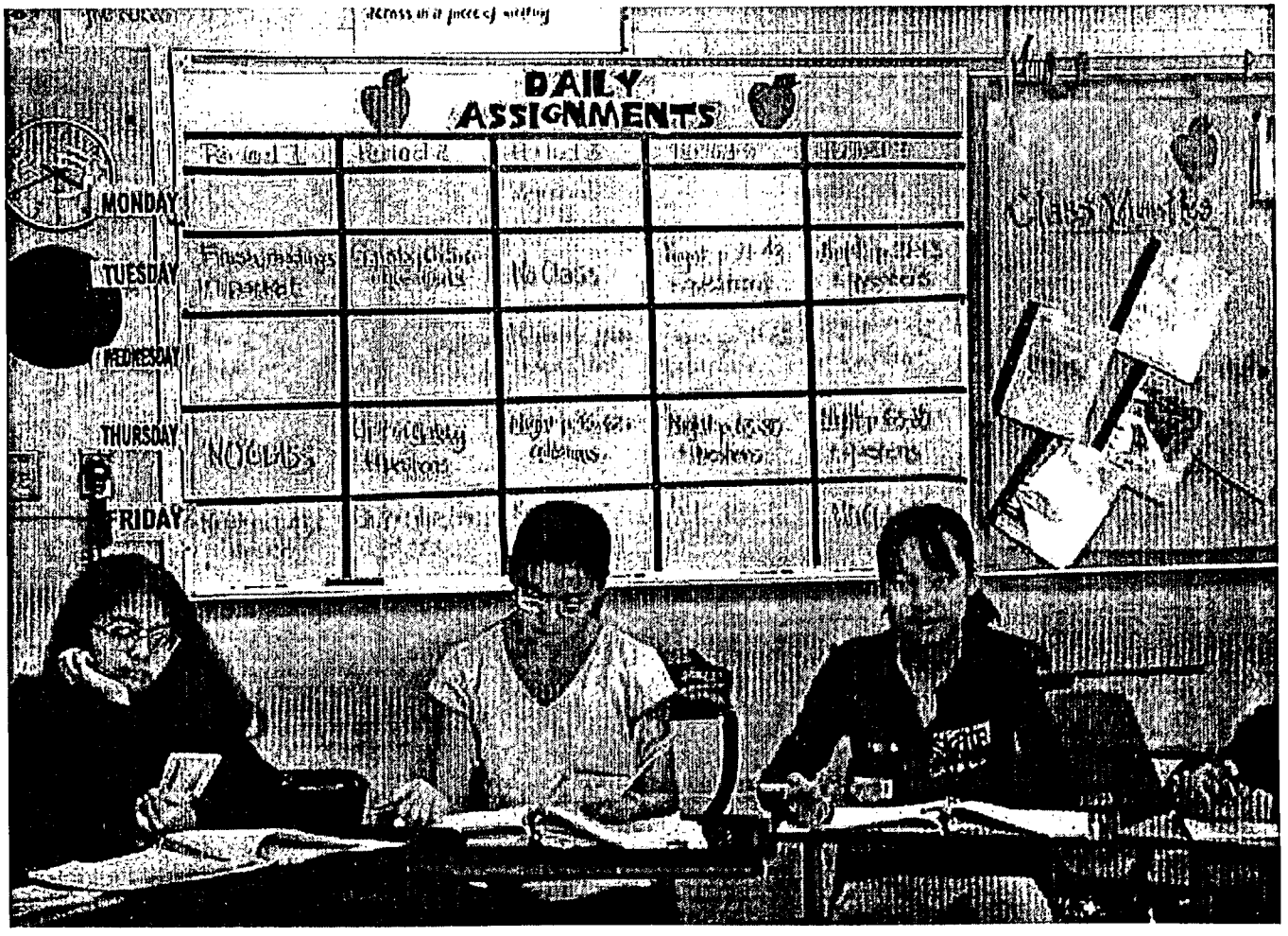
Shakespeare Festival

Adapted from the Folger Shakespeare Institute



MTA Summer Conference 2001

Writing a Class Newsletter



MTA Summer Conference 2001

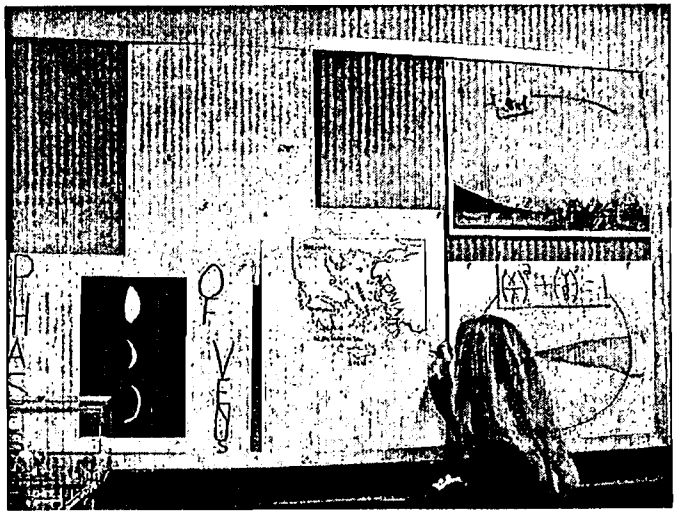
Interdisciplinary Unit

Part Five

Suzanne Bacigalupo

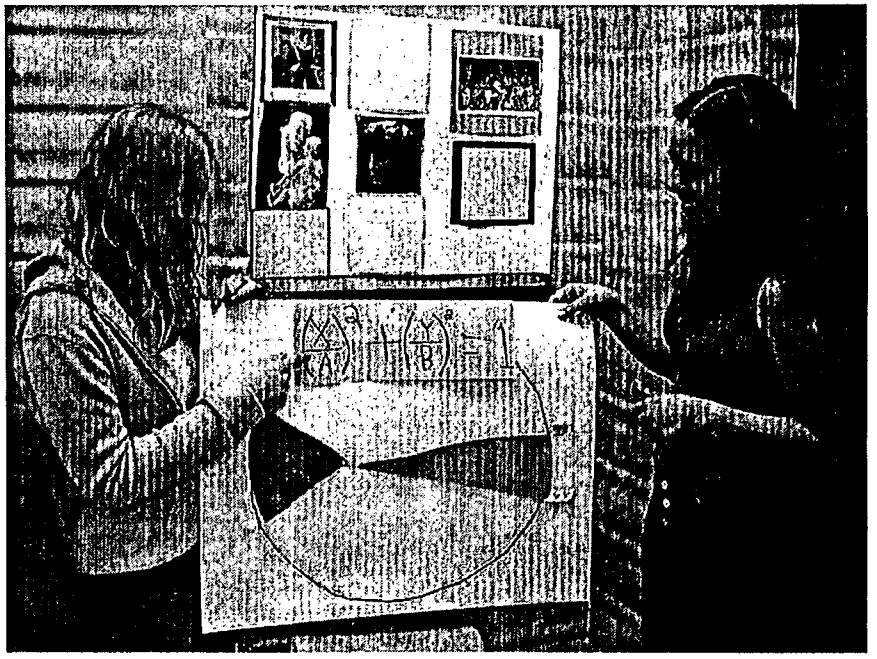
Interdisciplinary Planning

- Brainstorming across academies
- Information sharing at team meetings
- Specific plans among teachers



Interdisciplinary Threads

- Social Studies (art)
- English (cultural background)
- Science (perceptions of the universe)
- Math (supportive tool for science)



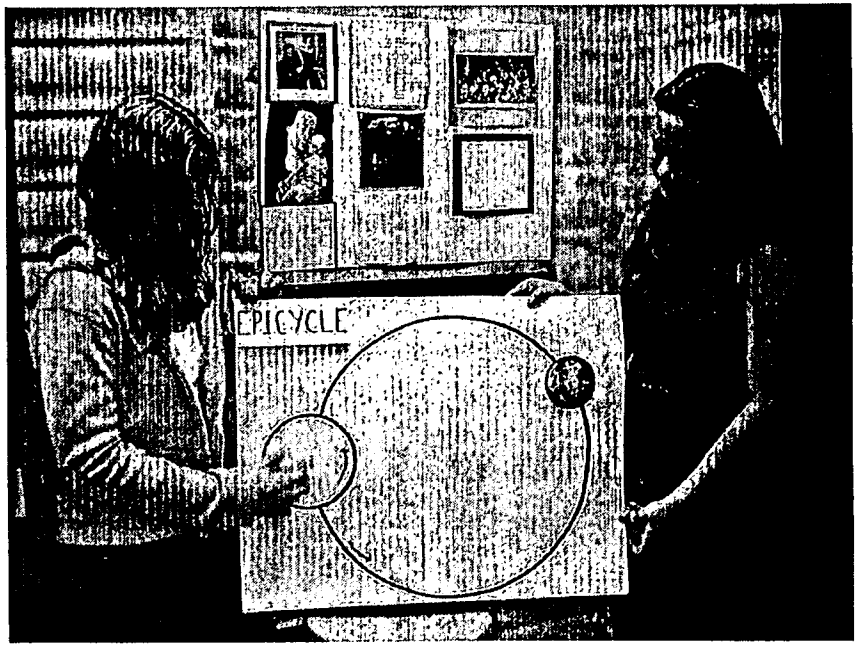
The Science Piece

- Overview
  - Ancient Ideas
  - 
  - Aristotle
  - 
  - Renaissance
  - 
  - Modern Science

- Questions
  - How did people view the universe before the Renaissance?
  - How did the Scientific Renaissance change these views?

Student Involvement

- Gathering information
- Formal classroom lessons
- Group discussions
- Self-selected projects
- Producing a video
- Assessment



Conclusion

Part Six

Blueprint

Benefits

Expansion

Blueprint for Successful Teaming

- Planning year before implementation
- Visits to schools to see model teaming
- Voluntary placement on a team
- Full administrative support
- No cross teaming
- Four academic subject teachers
- One special educator and paraprofessional
- One team leader
- Daily team meeting period
- Four team periods scheduled consecutively
- Ability to adjust students' schedules
- Team classrooms in close proximity
- Full access to team phone
- Shared instructional strategies
- Common student expectations

Benefits of Teaching Teams

- For Students:
  - Sense of belonging
  - Team accountability
  - Academic and social success
  - Greater access to curriculum (for all learners)
- For Teachers:
  - Collaboration and support
  - Opportunities for innovation
  - Team consistencies
- For Malden High Community:
  - Greater parent involvement
  - Higher academic averages
  - Increased attendance
  - Decreased class cuts, dropouts and retentions
  - Increased positive behavior

Expanding the Model for Year 2001 - 2002

- Present Academy model example for school restructuring
- All 9th and 10th graders teamed
- More heterogeneous grouping
- Schedule adjusted in support of Academy structure
- Classrooms reassigned to support team proximity

Appendix VII
Sample SCANs matrices

SCANS Curriculum Alignment Matrix

No-Soc Std Grade 10

Framework: Grade 10

SCANS Fundamental Skills / Curriculum Area	Art/Art history/Music (incomplete)	War & Peace	Revolution	Government	Economics
Basic Skills					
A. Reading	●	●	●	●	●
B. Writing		●	●	●	●
C. Arithmetic/Mathematics		●	●		●
D. Listening			●	●	
E. Speaking			●	●	
Thinking Skills					
A. Creative Thinking	●	●	●	●	●
B. Decision Making		●	●	●	●
C. Problem Solving		●	●	●	●
D. Seeing in the Mind's Eye	●				
E. Knowing How to Learn					
F. Reasoning		●		●	●
Personal Qualities					
A. Responsibility		●	●	●	
B. Self-Esteem		●			
C. Sociability					
D. Self-Management		●			
E. Integrity/Honest					
SCANS Competencies					
Resources					
A. Time			●		
B. Money					●
C. Materials & Facilities	●				●
D. Human Resources					
Interpersonal					
A. Participates in Team		●			
B. Teaches New Skills		●	●		
C. Exercises Leadership			●		
D. Serves Clients/Customers					
E. Negotiates					
F. Works with Diversity					
G. Career Awareness			●		
Information					
A. Acquires/Evaluates		●	●	●	●
B. Organize/Maintain		●	●	●	●
C. Interprets/Communicates		●	●	●	●
D. Uses Technology			●		●
Systems					
A. Understands Systems				●	●
B. Monitors Performance					
C. Improves/Designs					
Technology					
A. Selects Technology			●		
B. Applies Technology			●		
C. Maintains Equipment					

Framework 17

Math

SCANS Fundamental Skills / Curriculum Area		Algebraic Concepts	Data Interpretation	Decimals	Fractions	Functions	Geometry	Integers	Measurement	Number Theory	Numeration	Percents	Probability + Statistics	Problem Solving	Rational Numbers	Real Numbers/Coord Plane	Technology	Trigonometry
Basic Skills																		
A. Reading	17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B. Writing	3		✓											✓		✓		
C. Arithmetic/Mathematics	17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D. Listening		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E. Speaking		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Thinking Skills																		
A. Creative Thinking	7	✓	✓			✓				✓				✓		✓		✓
B. Decision Making	6		✓			✓			✓				✓	✓			✓	
C. Problem Solving	15		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
D. Seeing in the Mind's Eye	7	✓					✓		✓	✓				✓		✓		✓
E. Knowing How to Learn	17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F. Reasoning	17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Personal Qualities																		
A. Responsibility	0																	
B. Self-Esteem	0																	
C. Sociability	0																	
D. Self-Management	0																	
E. Integrity/Honest	0																	
SCANS Competencies																		
Resources																		
A. Time			✓					✓	✓			✓		✓	✓	✓		
B. Money			✓	✓	✓				✓		✓	✓		✓	✓			
C. Materials & Facilities									✓									
D. Human Resources																		
Interpersonal																		
A. Participates in Team																		
B. Teaches New Skills																		
C. Exercises Leadership																		
D. Serves Clients/Customers																		
E. Negotiates																		
F. Works with Diversity																		
G. Career Awareness									✓				✓	✓			✓	
Information																		
A. Acquires/Evaluates			✓						✓				✓	✓				
B. Organize/Maintain			✓						✓				✓	✓				
C. Interprets/Communicates			✓						✓				✓	✓				
D. Uses Technology			✓	✓	✓				✓			✓	✓	✓		✓	✓	
Systems																		
A. Understands Systems																		
B. Monitors Performance																		
C. Improves/Designs																		
Technology																		
A. Selects Technology									✓					✓			✓	
B. Applies Technology									✓					✓			✓	
C. Maintains Equipment																		

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SCANS Curriculum Alignment Matrix

Framework 10
9th Grade Integrated Science

SCANS Fundamental Skills	Physical Measurement & Skills	Matter & Change	Force & Motion	Matter & Elements	Energy & Matter	Bonding & Compound	Chemical Change	Space & the sun	Earth & motion	Solutions in the ocean	
Basic Skills											
A. Reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
B. Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
C. Arithmetic/Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
D. Listening	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
E. Speaking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Thinking Skills											
A. Creative Thinking		✓	✓	✓	✓	✓	✓	✓	✓	✓	9
B. Decision Making	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
C. Problem Solving	✓	✓	✓	✓	✓	✓	✓		✓	✓	9
D. Seeing in the Mind's Eye	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
E. Knowing How to Learn	✓		✓		✓	✓	✓		✓	✓	7
F. Reasoning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Personal Qualities											
A. Responsibility					✓						1
B. Self-Esteem											0
C. Sociability											0
D. Self-Management											0
E. Integrity/Honest											0
SCANS Competencies											
Resources											
A. Time	✓		✓		✓					✓	
B. Money											
C. Materials & Facilities	✓	✓			✓		✓			✓	
D. Human Resources	✗	✗	✗								
Interpersonal											
A. Participates in Team	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
B. Teaches New Skills	✓		✓								
C. Exercises Leadership			✓								
D. Serves Clients/Customers											
E. Negotiates											
F. Works with Diversity	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	
G. Career Awareness											
Information											
A. Acquires/Evaluates	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
B. Organize/Maintain	✗	✗									
C. Interprets/Communicates	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
D. Uses Technology			✓		✓						
Systems											
A. Understands Systems											
B. Monitors Performance											
C. Improves/Designs											
Technology											
A. Selects Technology											
B. Applies Technology			✓								
C. Maintains Equipment											

Appendix VIII
Summer Institutes 2000 and 2001

Agenda for ICI/ MHS
Summer Institute
Wachusett Village Inn

Monday, June 19, 2000

Arrive by 9 am	
9 - 9:45 am	Debrief on past school year Review agenda for summer institute
9:45 - 10 am	Break
10 - 11:30 am	Trainer: Interdisciplinary teaching
11:30 - 12:30 pm	LUNCH
12:30 - 2:30 pm	Interdisciplinary planning by team
2:30 - 3 pm	Summarize work done in small group0s
3:30 pm	Break
6:30 pm	Dinner

Tuesday, June 20, 2000

9 - 11:30 am	Trainer: Interdisciplinary teaching
11:30 - 12:30 pm	LUNCH
12: 30 - 2:30pm	Interdisciplinary planning by team
2:30	Break
2:45 - 3 pm	Final sharing of unit(s) developed Determine next steps Evaluations

Agenda for ICI/ MHS
Summer Institute
Wachusett Village Inn

Wednesday, June 21, 2000

Arrive by 9:30 am

9:30 - 10:30 am:	Introductions Successes of the year/ Problem solving
10:30 - 12 pm:	Teacher-to-teacher and Administrator-to-administrator small group discussions Subject area discussions
12 - 12:30 pm	Summary of small group discussions
12:30 - 1: 30 pm	Lunch
1: 30 - 3:30 pm:	Malden: Training on interdisciplinary planning Worcester: Work groups for interdisciplinary unit/ Co-teaching
3:30 - 4 pm:	Malden & Worcester afternoon break
4pm:	Malden teachers: review of agenda for Thursday & Friday Worcester teachers depart/ PDP certificates distributed
6:30 pm	Dinner

Thursday, June 22, 2000

8:30 - 10:30 am:	Peer training topic: Grant Wiggins' Understanding by Design
10:45 - 12: 30 pm	Application of Wiggins' work to interdisciplinary unit
12: 30 - 1: 30 pm	Lunch
1:30 - 3:30 pm	Interdisciplinary planning by team
3:30 - 4 pm	Summarize work done in small groups
6:30 pm	Dinner

Friday, June 23, 2000

11 am checkout time

8:30 - 9:45 am	Peer training topic: Co-teaching
10 - 11:30 am	Peer training topic: John Collins' writing system
11:30 - 12:30 pm	Lunch
12:30 - 2: 30 pm	Interdisciplinary planning by team
2:30 - 3 pm	Summarize work done in small groups
3 pm	PDP certificates distributed

Agenda for Summer Institute 2001
Wachusett Village Inn
July 1 - 3

Sunday, July 1

Arrive by 12 pm (brunch begins at noon in hotel restaurant)

Meeting topics (at Village Square):

- Breaking Ranks update
- John Collins writing presentation (1 hour)
- Special Education model (Larry & Traci)
- Logistics of teaming (developing common expectations, etc.)

End by 5 pm

Dinner on your own (see restaurant list & directions in your folder)

Monday, July 2

Breakfast available by 8 am at Village Square

Meetings begin at 9 am (Village Square)

Topics:

- Focus group with ICI staff
- Interactive notebook presentation
- School Law & 504 Plans
- Subject area & team planning

Lunch at 12 pm (Poolside/ Restaurant)

End by 4 pm

Dinner on your own

Tuesday, July 3 **Checkout by 11 am**

Breakfast available by 8 am (Village Square)

Meetings begin at 9 am (Village Square)

Topics:

- Ideas for supporting students within new special education model
- More subject area/ team planning

End by 12 pm

Orientation for teachers new to academy/team model
Malden High School
July, 2001

Team Model	Communication with colleagues	Communication with students
❑ Four subject area teachers, special educator, and paraeducator make up team. ❑ Team of 100 students or less assigned to team of teachers. ❑ Heterogeneously grouped students assigned to some classes ❑ General and special educators work collaboratively with each other in and out of classroom.	❑ Team leaders ❑ Common planning time meetings ❑ Communication system concerning student accommodations	❑ Newsletter including names of teachers, school supplies needed, important dates. ❑ Academy expectations ❑ Course syllabus ❑ Academy/team open house ❑ Explanation of achievement center ❑ Explanation of writing program ❑ Academy/team progress report ❑ Homework policy
Roles and responsibilities of academy staff	**Communication with parents**	**Orientation with paraeducators**
❑ To meet the needs of all students ❑ Attend all Team meetings ❑ Communicate issues to Team and Team leader	❑ Newsletter including names of teachers, school supplies needed, important dates. ❑ Academy/team open house ❑ Explanation of achievement center ❑ Explanation of writing program ❑ Academy/team quarterly progress report ❑ Provide weekly reports when necessary or requested ❑ Meeting with team during common planning time ❑ Orientation to academy with upcoming 9th graders and parents in spring.	❑ Team model ❑ Providing student accommodations ❑ Achievement center
Achievement center	**Instructional strategies used by academy/team staff**	**Other**
❑ Study skills center for academies/teams. ❑ Staffed by _____ ❑ Scheduled time for students on IEPs to get extra support ❑ Achievement Center open to all students after school. ❑ All team assignments listed on whiteboard	❑ John Collins writing program ❑ Essential questions ❑ Webbing and other graphic organizers ❑ Interactive notebook ❑ Agenda book ❑ 3-hole punch materials	

Job Description for the Paraprofessional-Cooperating Teacher Relationship

Candidates should possess:

1. The ability to relate and communicate effectively with teachers and students by developing a rapport and an atmosphere of teamwork.

2. The willingness to develop knowledge of the subjects.

3. The initiative to sit with cooperating teacher in order to obtain lesson plan information during the week.

4. The ability to speak to the class in order to add to a lesson or help clarify something said in a lesson.

5. The willingness to supervise students for short periods of time (a teacher in an adjoining room would be available for support).

6. Willingness to adapt to change regarding schedule, teachers and setting.

Candidates will be responsible for:

7. Assisting teacher in all aspects of classroom programming including, but not limited to: organization of individual folders, maintenance of make up work files, copying of notes for absent students or students who have difficulty with hand writing, recording of assignments on charts.

8. Working with students 1:1 or in small groups to reinforce the lesson (this might be done outside the regular classroom in the achievement center).

9. Engaging and encouraging students who are off task or in need of assistance by actively circulating the classroom and taking initiative to seek out those students.

10. Understanding and learning the teachers' systems of organization regarding everyday "clerical" duties including, but not limited to: attendance, correcting papers, filing completed or corrected work, record keeping.

11. Taking initiative to assume some of those everyday clerical duties (including daily check-ins with cooperating teachers before homeroom.)

12. Helping students with binder and agendo book organization (knowing that the system could be slightly different for each cooperating teacher).

13. Maintaining a personal plan book of assignments in order to record assignments for learning center class as well as for absent students.

14. Escorting students to assistant principal when asked.

15. Helping to implement accommodations and modifications from the individual IEP's (Paras will be given copies of the Educational Plans)

16. Attending the Common Planning Time for his/her assigned Academy, in order to become comfortable working as a learned member of the team, and in hopes of creating an organized and productive classroom.

17. Helping to maintain an open line of communication between special Ed teachers and regular Ed teachers in order to service the needs of all learners in the best situation possible.

Appendix IX
Parent training
Powerpoint presentation

Middle School and High School Inclusion

Maria Paiewonsky
&
Kathy Moriarty
Institute for Community Inclusion

Integrated Curriculum Project

- ✓Key components of project
- ✓Elements of restructuring secondary school
- ✓Training topics for teachers
- ✓Feedback from participants

Elements of restructuring

- ✓Teaming
  - Groups of four content area teachers and one special educator
  - Teaching teams meet regularly
  - Team teachers have students in common
  - Each team has its own "Achievement Center" where ALL students can get help
  - Special educators communicate more regularly and effectively with students, teachers, and parents

Instructional practice

- ✓Co-teaching
- ✓Embedding study skill instruction within content area instruction
- ✓Providing opportunities for block scheduling
- ✓Teaching cross-disciplinary units
- ✓Relating content-area instruction to real-life situations

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Training topics for teachers

- ✓Co-teaching models
- ✓Curriculum planning using state standards
- ✓Planning integrated curriculum units
- ✓Motivating all students
- ✓Modifying curricula for students
- ✓Grading methods/ Multiple ways of assessing understanding
- ✓Using technology in the classroom

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Feedback from participants

- ✓Students say:
  - "The good thing about the Academy is that all your teachers know each other."
  - "I think the Academy is keeping me in line."
  - "...we have smaller classes now..."

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Feedback from participants

- ✓Parents say:
  - "Basically the teachers want to catch the kids before they fall behind."
  - "I know his teachers are on top of him…the Academy teachers are all in unison with their priorities and goals."
  - "She has a lot of friends here…she doesn't feel like she is being pulled out of class and being made to feel special."

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Feedback from participants

- ✓Teachers say:
  - "…there's more consistency from teacher to teacher..we all have the same expectations."
  - "…from a special education point of view… (there's) a vast improvement…last year I had the potential of being connected with maybe one hundred different staff members… throughout the high school… and now (I connect with) four teachers (on one team)."

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Key components to making inclusion work

- ✓ Administrative philosophy
- ✓ Administrative support for teachers who are implementing that philosophy
- ✓ Open communication among educators and families
- ✓ Established routines in which all participants have clear roles
- ✓ Varied learning formats and multiple forms of assessment

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Administrative philosophy

- ✓ Supportive administrators believe that:
  - All students should be held to high standards
  - Providing an array of services is critical to student success
  - Flexible environments are needed
  - School staff must cooperate and collaborate for inclusion to work
  - Continuous staff development is necessary for teachers and students to meet with success

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Staff support for implementation of inclusive philosophy

- ✓ Providing teachers with time to plan and to collaborate with each other
- ✓ Providing teachers with frequent opportunities to learn new strategies
- ✓ Providing a forum for discussion of the challenges of inclusion
- ✓ Encouraging staff to seek out specialists in the school/ district who can help with particular challenges

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Open communication

- ✓ Parents: provide information regarding students' prior successful experiences--What works for your child?
- ✓ General educators: communicate with special education staff and parents regarding standards, modifications, and student progress
- ✓ Special educators: communicate with general educators and parents regarding accommodations, modifications, and requirements of IEP

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Established routines for communication

- ✓Signing/ checking assignment book
- ✓Attending meetings of teaching team when possible
- ✓Checking in with general/ special educator when questions arise
- ✓Asking for more frequent feedback from school regarding student's progress
- ✓Preparing for IEP meeting

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In the classroom

- ✓Varied learning formats:
  - Do teachers' styles suit the subject, the size of the group, and students' understanding?
  - Are all students engaged in learning?
  - Is teaching solely lecture-based?
  - Do students work in small groups? With hands-on materials?

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In the classroom

- ✓Multiple ways of assessing student progress
  - Are students only evaluated by pencil and paper tests?
  - Are students sometimes given a choice of assessment methods? (oral, project, written)
  - Do students have a clear sense of teacher expectations & standards **prior** to handing in the test/ project/ written assignment, etc.?

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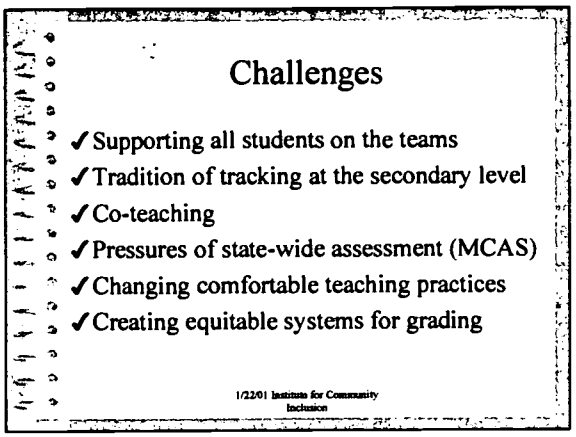
Challenges
✓Supporting all students on the teams
✓Tradition of tracking at the secondary level
✓Co-teaching
✓Pressures of state-wide assessment (MCAS)
✓Changing comfortable teaching practices
✓Creating equitable systems for grading
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Appendix X
Independent Evaluation

Integrating Curriculum for All Students
Project Evaluation Report
January 8, 2003

Dina A. Traniello, Ed.D.

I. Overview

The "Integrating Curriculum for all Students" Project (ICP) was a three-year U.S. Department of Education funded project researching the effectiveness of integrated curricula that focused on assisting students in gaining access to and success in general education curriculum and improving the career planning process. The ICP began in October, 1998 and continued through September, 2001. The project was a partnership between the Institute for Community Inclusion/UAP (ICI) and the Federation for Children with Special Needs (Federation). Project staff worked collaboratively with two urban high schools in Massachusetts: South High Community School in Worcester and Malden High School in Malden. The project design included four major goals and several objectives under each goal. The ICI was responsible for achieving the first three goals and the Federation focused on the fourth goal.

Outcome & Performance Indicators

The ICP had several outcome and performance indicators. The development of an integrated curriculum in the ninth grade of two urban high schools was a major outcome of the project. Other outcomes included the development and implementation of an outreach campaign for parents; development and dissemination of a pre- and post-test survey for staff, parents and students and the compilation of results; development of a replication guide with blueprint; establishment of curriculum review committees (CRCs)

and transdisciplinary teacher support teams (TTSTs) at each site; and dissemination of project results and materials in a variety of formats.

School sites

Malden High School and Worcester South High School were undergoing restructuring and had an established relationship with the ICI prior to the project's commencement. In 1998, Malden High School hired a new principal, Peter Lueke, who initially set the goal of restructuring the school into small learning communities. During the first year of this project (1998-99), two ninth-grade teams were created composed of four core subject teachers, a special educator and a paraprofessional. Approximately 100 students with diverse needs were heterogeneously assigned to each team and this model was expanded to three ninth-grade teams and a tenth-grade team during the following school year.

Chicopee Comprehensive High School was initially selected as one of the urban sites in this project. After six months into the project, the school chose to no longer participate due to a high turnover rate of special educators (approximately 50%). Worcester South High joined on to the project during the spring of 1999. All three of the school's ninth grade teams had undergone restructuring with approximately 100 students assigned to each team. One of these teams was initially designated as the inclusion team where approximately ten students with more significant needs (these students previously attended a self-contained resource room) were assigned. The school planned to make all three teams inclusive by September, 1999. The ICI was asked to help with this process and began working with the staff during the summer to provide training and technical assistance.

Project evaluation

The ICP evaluation was completed during the January, 2003 almost 1 1/2 years after the project ended. All written documentation about the project was made available to the evaluator such as meeting notes, training materials used with staff, and examples of surveys. Written documentation also included extensive field notes which provided a chronology of all ICP activities. ICI staff assembled all written materials which are located in the project binder. Phone interviews were conducted with four individuals, the principal and former special education teacher at Malden High School and two Federation staff members involved in the project. Additionally, several meetings and phone conversations occurred between the evaluator and ICI staff to review written materials and answer questions.

This report is divided into three parts. Part I includes an overview of the project. A review of the four goals and specific objectives under each goal is presented in part II, the results section. A list of activities under each objective with corresponding written documentation was reviewed by the evaluator. Where appropriate, dates are provided to illustrate the chronology of activities. Part III contains a summary of the evaluation and discussion.

II. Results

Goal 1: Research the effectiveness of the intervention designed to assist students with disabilities in gaining access to and progress in the general curriculum and of improving the career planning process for all students, including those from diverse cultures; then develop a blueprint that chronicles specific activities employed by each district to promote replication in other school districts.

Objective 1.1 Document existing School-to- Work (STW) curriculum and steps to adjust this curriculum (blueprint in process)

A number of activities occurred under Objective 1.1. All written curriculum materials relating to STW activities were obtained and reviewed for both sites by project staff. A Worcester South High Course selection sheet and a copy of the Malden High Technical Education Program are available in the project binder. Beginning in the fall of 2001, all freshmen at Malden High were expected to have exposure to Career Pathways either through taking a word processing/career awareness course or through meetings and assemblies. Four career pathways were available for students to choose during their subsequent years of high school: arts, communication, and humanities; business, marketing and telecommunications; health and human services; and technology and engineering.

A curriculum review instrument from the National Center for Research in Vocational Education (April, 1996) was used as a survey tool to measure STW connections to core subject areas. Incorporated in this tool is a list of skills, the Secretary's Commission on Achieving Necessary Skills (SCANS), which was used to identify benchmarks present in the core curriculum (social studies, science, math, english and world languages). A Curriculum Alignment Matrix was used by ICI staff and general and special education teachers in Malden to determine the extent to which basic

skills (e.g., reading, writing, listening), thinking skills (e.g., problem solving) and personal qualities (e.g., responsibility, integrity, etc.) identified in the SCANS were in alignment with the core curriculum at this site. Using the SCANS provided an unbiased assessment of what activities existed in the schools that supported STW priorities and the extent to which these were embedded in the core curriculum. Staff in Malden worked with ICI staff during the fall of 1998 to use this survey tool and create a matrix for each subject area. Overall, Malden staff viewed this activity as duplicative as they had previously reviewed their curricula across the Massachusetts frameworks prior to the ICI's involvement. Chart 1 (located in the project binder) shows the SCANS curriculum Alignment by subject area at Malden High School. Because Worcester joined the study after structural changes were implemented, less time was available for planning and the curriculum review instrument was not used in this district.

In addition to obtaining written curriculum material related to STW activities, a number of observations were completed by ICI staff to observe curriculum not reported in written format. ICI staff completed eighteen observations from October, 1999 through January, 2001 at Worcester South High. Staff at Malden High was less open to observations and therefore only one full day was spent shadowing teams at this school. Additional data were collected through focus groups. Several focus groups were conducted with teachers, students with and without disabilities and parents of students with and without disabilities. A set of questions were developed for each stakeholder group. Focus groups were audio-taped and transcribed verbatim. Transcripts were individually coded by four ICI staff members and NU*DIST software was used to synthesize information and develop themes. Three focus groups were conducted with

teachers, two focus groups were conducted with parents of students with and without disabilities and one focus group was conducted with students (included students with and without disabilities) in Malden. One focus group occurred with teachers in Worcester and five focus groups occurred with students. Attempts to conduct a focus group with parents in this district were unsuccessful as parent involvement on a number of initiatives was limited at Worcester South High. (The school is located at the top of a hill and is not easily accessible by public transportation making it a challenge for many families to attend evening activities.) Focus groups occurred over a two-year period from September, 1999 through July, 2001. Summaries of findings from observations and feedback from all stakeholders are available in the project binder.

Objective 1.2 Establish baseline on activities and attitudes of teachers, students with and without disabilities during year 1

During the spring and fall of 1999, surveys were developed and administered to ninth-grade teachers and students (with and without disabilities) at both sites to identify needs for revising the curriculum. Teachers distributed surveys to all students in Malden on the ninth-grade integrated teams. In Worcester, ICI staff distributed surveys to students in classrooms selected by staff. Student surveys addressed level of involvement of particular skills (such as reading, creative thinking and the use of technology) and how students felt about the material that was taught. Surveys were administered to approximately 75 students in each site and post- tests were given during the spring, 2001. Students who were not able to complete the survey using pencil and paper were given individual interviews. Teacher surveys addressed level of involvement of particular skills and attitudes about inclusion of students with disabilities. Survey analysis was completed

for Year 1. One of the activities listed under this objective called for an internal survey review by the ICI's Project Advisory Committee (PAC). This activity did not occur.

Objective 1.3 Reassess activities and attitudes of teachers, students with and without disabilities following the intervention during year three

Post-surveys were administered to teachers and students with and without disabilities during year 3 of the Project (spring, 2001). Special education teachers were responsible for distributing surveys to students during Year 3 of the project in both sites. Because the response rate was very low (despite several reminders), survey analysis was not completed for Year 3 of the project. Student, teacher and parent feedback was ascertained through focus groups (see Objective 1.1). Summaries of student and teacher perceptions of teaching and learning experiences and recommendations for instruction are reported for both sites. Parent feedback is available for Malden High School only since focus groups for this stakeholder group were not conducted in Worcester. All summaries and feedback from stakeholder groups are located in the project binder.

Goal 2: Develop and facilitate Curriculum Review Committees (CRCs) at the high school level, composed of representative stakeholders (e.g., curriculum coordinators, department heads, teachers, STW partners, students, parents, employers) to review and adjust ninth grade curricula in two urban school districts so that they integrate STW activities and SCAN Skills, along with Curriculum Frameworks, and incorporate promising practices.

Objective 2.1 Develop building-based CRCs at the high school in each site

Curriculum Review Committees (CRCs) were developed at both high schools involved in this project. The CRC in Malden was comprised of several general education teachers (math, social studies, world languages, english, science and technical education), a special education teacher and the assistant principal and principal of the school. Two

parents in Malden participated on the school's CRC but no students or employers were on the committee. The CRC in Worcester included the principal, seven teachers (two english, three history, two science), a special education coordinator, and three inclusion specialists for a total of 12 members. No parents, students or employers participated on this committee in Worcester.

Objective 2.2 Review existing curricula using the National Consortium for Product Quality Standards and the Integrating STW with Massachusetts Education Reform manual and identify and revise areas that need to be modified

Teachers who participated on the CRC in Malden were focused on achieving better communication between special educators and general educators and in developing a teaming structure for the 9th grade (to begin the following year). They were less interested in using the SCAN skills and in integrating STW activities or in making major reviews or adjustments to the ninth-grade curricula. Meetings during spring of 1999 were focused on providing staff with training around "curriculum by design" although some time was still spent working on specific details (scheduling) for creating teams for the ninth grade. Notes from CRC meetings are available in the Project binder.

The CRC in Malden began meeting in October, 1998 and met eight times until January, 1999; much of this time was spent processing these different agendas (structuring teams rather than reviewing curricula) and focusing on restructuring the 9th grade for the fall, 1999. Graphic organizers were developed for both sites that identified goals and activities toward achieving project outcomes. The ICI designed these organizers to clarify and visually represent the goals of the project.

The CRC in Worcester began meeting in June of 1999 (after the school year ended). The committee met one additional time during the summer to review priority concerns of faculty: grading, discipline student mastery centers and access to the general curriculum. Meetings occurred bi-monthly throughout the fall. Field notes are available for all meetings in Worcester.

Objective 2.3 Finalize curricula and implement across the ninth grade in each intervention site

As discussed above, the process for change was slow moving in Malden. Teachers were confused about their role in the restructuring process and were not sure how much power they had to change curriculum. Rather they thought their goal was to create ninth-grade clusters focusing on structural, rather than curricula changes. Principal Lueke was helpful in giving Malden staff time to work together with the ICI to set the agenda and create change within a time frame that was comfortable for teachers. Additionally, some staff from Malden had the opportunity to visit other high schools further along in the inclusion process.

The revised ninth-grade curricula were presented to faculty, administrators, school committee and parents in both sites. The principal and assistant principal, along with the project Co-PI (Debra Hart) presented information about the project to the Malden School Committee and central administration and department chairpersons. Malden teachers on the CRC also presented this model at faculty meetings. Principals in Worcester presented information to school staff (top-down communication). Examples of written information were made available to parents and students about the teaming model and classroom expectations (copies of handouts are available in the Project binder). A number of classroom materials (books, audio cassettes, videos) were

purchased with funds from the ICP for Worcester South High to help implement curricula throughout the ninth grade.

Goal 3: Develop Transdisciplinary Teacher Support Teams (TTSTs) in each high school that assist educators, through training and technical assistance, to implement promising practices and to guide ninth graders with disabilities, including those with severe disabilities and from diverse cultures, to choose courses and access general curricula in regular classes.

Objective 3.1 Establish grade level TTSTs in each intervention site for the ninth grade

Staff on the TTSTs was responsible for implementing the project in their respective schools. Teachers volunteered in Malden to be on the TTST whereas in Worcester, teachers were assigned to this team. Eleven staff members from the two integrated teams (blue and gold) at Malden High School were on the TTST and approximately 16 teachers were members of the TTST at Worcester South High. The TTSTs at both schools were represented by general classroom teachers who taught core subjects (english, math, social studies, science) and special educators and para-educators.

Schedules for meetings and trainings were developed for both sites. ICI staff created materials that summarized the major points of the project and used these materials to explain the project objectives to school staff. A list of schedules and agendas and notes from these meetings and trainings are located in the project binder.

Objective 3.2 Conduct training and technical assistance needs survey

A training and technical assistance needs survey was disseminated during 1999 to the TTSTs in June and August in Malden and in Worcester in August. Staff from each school was provided with a list of topics from which they were asked to choose the areas most desired for additional training and to identify other areas of need. Staff from both

sites had input into content of training and technical assistance activities; however, the PAC (at ICI) did not review nor provide feedback about these activities.

Objective 3.3 Develop replication guide (including blueprint of process) that includes promising practices that have been documented as successful (e.g., differentiated instruction, problem-based learning) in teaching students who represent diverse populations in general education settings

To date, a replication guide has not been finalized, however, numerous materials and products were produced and compiled for both schools and are available in the project binder. These materials include information about modifying curriculum (steps, checklists, IEP matrix forms), roles for paraprofessionals in the inclusive classroom and specific details about the team structure. General information about strategies for inclusion were used for training with TTSTs and notes are available that include staff input.

Objective 3.4 Conduct training and technical assistance activities to TTSTs annually using Replication Guide

Training and technical assistance activities were a major activity of this project. Handouts used during these trainings are available in the project binder. Additionally, charts were developed that visually depict goals and activities identified to achieve project outcomes and were used for orienting teachers new to the teaming model in Malden. Information about resources (e.g., computer-based strategies) and examples of integrated curricula units developed by teachers and used for training educators new to the project is also located in the binder.

Staff from both sites were encouraged and supported to attend conferences and workshops that increased their knowledge and skills for teaming, integrating curricula and supporting students in inclusive settings. Additionally, ICI staff encouraged teachers

to attend graduate-level institutes which were summer programs provided by the Massachusetts Department of Education (free of charge) to increase their content knowledge in a number of subject areas. These institutes were held at different locations throughout the state during the summer of 2001.

TTSTs helped train a new cohort of project staff during the summer of 2000 and 2001. ICI staff organized a five-day summer institute (each school attended for two days on their own and met together for one day). The institute was used to discuss the previous year's activities and to provide training for staff new to integrated teaming. Malden staff attended the institute both years, whereas teachers from Worcester attended during the summer of 2000 but because of scheduling problems (school ended very late because of snow days), they met on their own later in the summer of 2001. Staff evaluations of the 2001 institute are located in the project binder.

Goal 4: Provide outreach activities and educate a minimum of 300 families in participating urban school districts on the benefits of curricular adjustment and education reform for all students.

Objective 4.1 Develop mailing database for all grades 8-12 parents in each intervention site

The Federation for Children with Special Needs collaborated with the ICI on three projects during the years that the Integrated Curriculum Project was funded. Federation staff maximized services while working on the goals of several grants simultaneously, however, since the agency did not keep records specific to this project, determining if the objectives under Goal 4 were met is difficult. The evaluator conducted phone interviews with the two Federation staff assigned to this project and reviewed ICI staff meeting

notes and other documentation available in the project binder to determine what activities occurred under this goal.

Federation staff maintained a database of all parents who attended parent trainings in particular regions, but did not keep separate files by school. Therefore, it is difficult to determine how many families from Malden High and Worcester South High participated in ICP activities. While the Federation conducted trainings around transition issues for parents in these districts, how many of these families had children who attended the schools in this project is not clear. The ICI did not maintain a data base on families.

Objective 4.2 Develop an outreach campaign targeted at parents of students in grades 8-12 including a brochure, cable tv advertisements, moderated web-based discussion group for parents, and development of local parent networks in each participating district

As mentioned previously, in general, families at Worcester South High were minimally involved in school initiatives and soliciting parent involvement at both schools continued to be an enormous challenge throughout the project. The Federation staff did not have children attending the high schools that participated in this project and felt that this limited their access to families and local parent networks from the school community. Staff from the ICI and the Federation met continuously to brainstorm ways to increase family participation in all three projects. Notes from these meetings are available in the project binder. There is no evidence that brochures or other advertisements were developed by the Federation specific to the ICP that was targeted at parents nor were local parent networks developed in either participating district.

Objective 4.3 Conduct outreach campaign activities for parents

Outreach to parents in the Worcester and Malden communities occurred largely through trainings and workshops offered to families by the Federation. The focus of

these trainings and workshops were on the new IEP 2000 and school-to-adult transition. ICI provided trainings around integrated curriculum, person-centered planning, working and SSI benefits, social networks and employment and housing options. Staff from the Federation and the ICI provided workshops for Malden and Worcester parents of middle and high school students with disabilities on transition planning for students 14-22. Additionally, Federation staff participated with the ICI at both schools in some of the information sessions, receptions or "open houses" provided to ninth graders and their families who participated in the integrated teams. Federation staff did not train parents in either Malden or Worcester to conduct outreach to other families in their community helping them become more aware of the benefits of an integrated team model.

III. Summary and discussion

The major focus of the grant was to create and sustain integrated curricula delivered in small learning communities in urban high schools. Overall, this goal was achieved. In the schools that participated in this project, the team model was firmly established and ongoing and to quote Malden's principal, Peter Lueke, it seemed to "change the culture of the school."

The establishment of curriculum review committees (CRCs) and transdisciplinary teacher support teams (TTSTs) at each site appeared to be a very successful model for school restructuring. The teaching staff at Malden High and Worcester South High was fully involved in the process of change at their school; their "ownership" of this project will help to sustain the focus on integrated curricula that can assist students with disabilities in gaining greater access to and success in general education. Although the number of students with more significant needs who benefited initially from this project appears to be minimal, the process is in place for these individuals to have greater opportunities for inclusive education.

The original research design for this project was difficult to implement. Specifically the development and dissemination of pre- and post-test surveys for staff, parents and students and the compilation of results was difficult for ICI staff to execute and was not fully carried out. Other data collection methods used (e.g., interviews and focus groups) provided more useful information for measuring project effectiveness.

Another outcome of this project included the development and implementation of an outreach campaign for parents. Although several workshops were available for families that focused on issues around special education (e.g., IEP awareness, transition

etc.), minimal outreach activities occurred that focused on educating families around the benefits of teaming, integrated curriculum and educational reform or developing parent networks within these districts.

The dissemination of project results and materials has occurred through a few formats. In 2001, a workshop entitled "Integrated Curriculum through teaching teams" was presented by ICI and Malden staff at the Massachusetts Teacher's Association summer conference. ICI staff presented a talk on working in and changing systems at the 2000 TASH annual conference and two classroom teachers from Malden spoke at the 2002 ASCD conference about creating smaller learning communities for ninth graders in a large urban high school. Although a replication guide with blueprint has not been finalized, the hard work of creating and assembling materials for such a guide has been done. It is highly recommended that ICI staff complete this task and disseminate a finished product as a guide for other schools involved in school restructuring.

Finally, it should be noted that additional grants were awarded to both school districts involved in the ICP to continue school restructuring. Malden School District applied for and was awarded a three-year Breaking Ranks grant and the Worcester School District applied for and was awarded a Carnegie grant to help restructure all of the high schools in the district. These recent accomplishments speak not only to the positive results of the Integrated Curriculum Project, but also to the collaborative efforts and ongoing dedication of school and project staff in these two urban school districts.

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