REPORT ON THE ACTIVITIES

of the

HIGHER EDUCATION TASK FORCE
ON QUALITY INCLUSIVE SCHOOLING

for

1998-1999

prepared by

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Co-Director of the New York Partnership for Statewide Systems Change 2000

with

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and

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Preface

The Higher Education Task Force on Quality Inclusive Schooling was established in 1995, as an initiative within the New York State Partnership for Statewide Systems Change 2000. The academic year 1995-1996 was the first of five years during which the Task Force would undertake its work. This Report is on the activities of the Task Force during the fourth year, 1998-1999.

It should be noted that this Report was first drafted in 2001, and finished in 2004, five full years after the term on which it is reporting. While the Report, thus, has lost its usefulness as a prompt to action in the subsequent year, it will serve to document and summarize the activities of the Task Force during that year, and will serve as part of the history of that group as it nears the next phase of its work.

This Report is written primarily for members of the Task Force. But it also will undoubtedly be of interest to leaders in the Partnership 2000 project, leaders in the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and the State Education Department, and associates in the profession and community.

Questions and comments regarding the Task Force and the contents of this Report may be directed to the Chair of the Task Force.

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Purposes of the Task Force

The central purpose of the Task Force is stated in the proposal for the New York Partnership for Statewide Systems Change 2000:

Goal #4: Expand Inclusive Teacher Education approved programs leading to certification in both general and special education throughout New York State.

The Task Force would be charged to develop protocol models for inclusive teacher education at three different age/grade levels (early childhood, elementary, and middle/high school).

(p. 15 of the proposal)

At the first meeting of the Task Force, in 1995, the Partnership 2000 project was described, and the work of the Task Force was situated within this larger effort. Four immediate roles that the Task Force would play toward the larger purpose were outlined:

- stimulate the thinking of the members in regard to teacher preparation for inclusive schooling; that is to educate ourselves in this matter;
- provide and create models for teacher preparation programming;
- provide support and critique of institutional plans as they were developing; and
- share our efforts with the review agencies of the State Education Department to facilitate new program proposal review and approval.

Membership of the Task Force

Institutions actively working on developing an inclusive teacher preparation program, or on sustaining a program already established, were invited to be members of the Task Force. Institutions were asked to identify at least two individuals who might serve as representatives, ensuring that at every meeting at least one representative would be present, fostering continuity of involvement for the institution, and allowing the Task Force to progress with its work unencumbered by irregular participation. Several institutions identified two or more members, while others were chiefly represented by one member. We still encouraged each institution to identify a second representative if they had not done so already.

During 1998-1999, several of the original member institutions discontinued their participation in the Task Force. In some cases, their absence from the Task Force meetings reflected changes in personnel; in some cases, it reflected a shift of priorities; in other cases, the reasons for their lack of participation are not clear. Adelphi University, Buffalo State College, LeMoyne College, National Institute for the Deaf/Rochester Institute of Technology, St. John’s University, and SUNY-New Paltz did not attend any of the scheduled meetings during the year, and they were dropped from the Task Force at the end of the year.
However, a number of new institutions were added to the Task Force. These institutions were attracted to the work of the Task Force – work that had been undertaken and reported on in several different venues in prior years. They were asked to make the same commitment to developing an inclusive teacher preparation program that the original members had made. Each institution was added only when that written commitment was received. Dominican College, Lehman College-CUNY, C.W. Post-Long Island University, Marist College, Marymount Manhattan College, Medgar Evers-CUNY, Niagara University, and Teachers College-Columbia University were added to the Task Force and participated during the year.

Below are listed the institutional and individual members of the Task Force for 1998-1999.

Cazenovia College

Stephanie F. Leeds, Associate Professor
Director of Child Studies

Kathryn Barbour, Associate Professor
Director, Liberal Studies Program
Assistant Dean for Technology and Special Programs

Sue Lehr, Assistant Professor
Child Studies

College of St. Rose

Jim Burns, Head
Special Education & Reading Department

Rosemary Cameron, Associate Professor
Elementary Education

Susan DeLuke, Assistant Professor
Special Education

Dominican College

D. Catherine Hall Rikhye
Associate Professor of Special Education
Board of Education of the City of New York

Fordham University

Nancy Ellsworth, Associate Professor
Graduate School of Education

Joanna Uhry, Assistant Professor
Graduate School of Education
Hofstra University    Ruth F. Gold, Professor
    Special Education
    Chair, Counseling, Research, Special Education & Rehabilitation

    Diane C. Schwartz, Assistant Professor
    Education

Lehman College-CUNY    Nancy Dubetz, Assistant Professor
    Elementary Education

    Maria Victoria Rodriguez
    Coordinator, Early Special Education

Long Island University    Joel Mittler
    C.W. Post Campus
    Associate Professor of Education

    Valerie Lava
    Brooklyn Campus
    Special Education

Marist College    Stephen Garger
    Director of Teacher Education

Marymount College, Tarrytown    Joan M. Black, Associate Professor
    Chairperson, Education Program

    Neil Garofano, Associate Professor

Marymount Manhattan College    Helen Napolitano, Professor
    Coordinator of Education

Medgar Evers College - CUNY    Pauline Bynoe, Instructor

Mount St. Mary's College    Merrily Miller, Professor
    Chair, Division of Education

Nazareth College    Kate DaBoll-Lavoie, Assistant Professor

    Craig Hill, Professor
    Director, Undergraduate Special Education

    Anne Monroe-Baillargeon, Assistant Professor
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<tr>
<th>Institution</th>
<th>Name</th>
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<tr>
<td>Niagara University</td>
<td>Chandra J. Foote, Assistant Professor</td>
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<td>Thomas Sheeran, Professor</td>
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<td>Paul Vermette, Professor</td>
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<td>Queens College</td>
<td>Lee Ann Truesdell, Associate Professor</td>
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<td>The Sage Colleges</td>
<td>Linda Davern, Assistant Professor</td>
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<td>St. Bonaventure University</td>
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<td>Kevin Miller, Assistant Professor</td>
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<td>St. Joseph's College</td>
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<td>Ann Powers</td>
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<td>Chairperson, Child Study Department</td>
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<td>Teachers College, Columbia University</td>
<td>Celia Oyler, Associate Professor</td>
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<td>Utica College of Syracuse University</td>
<td>Laura Dorow, Assistant Professor</td>
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<td>Lois Fisch, Assistant Professor</td>
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<td>Parent Representative</td>
<td>Deborah Moon</td>
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<td>Practitioner Representative</td>
<td>Diane Albano</td>
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<td>Ravenna-Coeymans-Selkirk Central Schools</td>
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Task Force Staff

Joseph Bernazzani, Jr.
SystemsChange Project Assistant
Syracuse University

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VESID
New York State Education Department

Matthew Giugno, Associate
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Office of Program Review
New York State Education Department

Charlene Gurian, Associate
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Robert Jarvis
SystemsChange Project Associate
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Gerald M. Mager, Professor
Chair of the Task Force
Co-Director, SystemsChange Project
Teaching & Leadership Programs
Syracuse University

Melissa Price
Coordinator, SystemsChange Project
Syracuse University
Events and Meetings of 1998-1999

The Task Force met five times and engaged in a number of other activities in 1998-1999. At each meeting, an agenda of discussions and presentations was pursued. At other events, the work of the Task Force continued. Some of the major events of 1998-1999 are reviewed here:

- On October 29th, an ad hoc committee of the Task Force met to work on the analysis of standards for the review of inclusive teacher preparation programs. Members of the ad hoc committee present were Dorow, Hill, DaBoll-Lavoie, Monroe-Baillargeon, and Fisch; Mager joined the discussion late. Their work, largely completed prior to the meeting, included identifying available standards for teacher preparation programs, and analyzing those standards to see their usefulness in considering inclusive teacher preparation programs. The committee completed its analysis and prepared to share its results with the full Task Force the next day.

- On October 30th, at the Albany Airport Comfort Inn, the Task Force held its first meeting of the year. The following members were present: Hill, DaBoll-Lavoie, Mittler, Fisch, Mager, Dorow, Baker, Colley, Barbour, Leeds, Cameron, Davern, DeLuke, Uhry, Oyler, and Garofano.

  Following introductions, Mager presented a brief overview of the work of the Task Force and outlined goals for the upcoming year.

  In small groups, members discussed inclusion in concept and practice – a review of this important foundation for new members and continuing members alike. Members continued their discussion shifting to focus on how to propose, plan, and implement teacher preparation programs for inclusive schooling. They considered the knowledge, values, and teaching practices needed for teaching in inclusive classrooms and schools.

  After lunch, Mager addressed logistics for the upcoming year, including the calendar. He distributed copies of the membership of the SETRC network. For Gurian, he solicited interest in participating in the pilot training of the New IEP Process, scheduled for December 17th. He announced that an effort was being undertaken to evaluate the New York Partnership for SystemsChange 2000, of which the Task Force is one component. He indicated that the Task Force would have to engage in an evaluation itself of its work as part of the larger Partnership evaluation.

  The ad hoc committee on standards for inclusive teacher preparation presented the results of its analysis of various program standards. Dorow, DaBoll-Lavoie, and Hill led the discussion. Members discussed the results and began to develop prospective standards by which to judge the quality of inclusive teacher preparation programs. This meeting was the first of a series of meetings during which this effort would be pursued.

  Colley presented information about how the New York State Learning Standards for elementary, middle, and high school students, might be considered and held for learners with special educational needs.

  Mager prompted the members to consider scheduling Task Force campus site visits and meetings with local school districts to enhance their efforts in developing their inclusive teacher preparation programs. He solicited suggestions for the agenda of the next meeting, and several were offered.
On December 11th, the Task Force met in Albany, at the Courtyard-by-Marriott. The following members were present: Garger, Giugno, Colley, Mager, Price, Dorow, Fisch, DaBoll-Lavoie, Hill, Black, Davern, Powers, Corr, Burns, Cameron, Riggs, and Miller.

Following introductions, Giugno distributed a call-for-proposals for the 1999 Statewide Inclusion Conference to be held in May.

Members discussed changes in regulations on teaching and teacher certification approved by the Board of Regents just some weeks earlier. Colley presented the new certification structure as it was conceived by the Regents and she discussed how it might affect inclusive teacher preparation programs and inclusive teaching practice.

DaBoll-Lavoie reviewed and distributed notes from the October 30th Task Force discussion on inclusion in concept and practice.

Davern presented her approach to co-teaching as a practice of inclusive teacher preparation programs. She led the members in an activity and a discussion of the potential of this practice as a model for education students in such programs.

After lunch, several housekeeping tasks were completed, including: considering the upcoming IEP pilot training sessions; plans for the March 4th site visit to Fordham University; the March 5th Task Force meeting at Fordham University; and plans for the Spring Conference which the Task Force would co-sponsor with NYSATE and NYACTE. Mager also announced the opportunity of study of special education in Italy with Carol Berrigan, through Syracuse University.

Dorow and DaBoll-Lavoie led the members in the continuation of the discussion of standards for quality inclusive teacher preparation programs. A document outlining the Interstate New Teacher Assessment and Support Consortium (INTASC) standards was distributed.

Concluding the meeting, Mager asked the members to begin to consider what role the Task Force should play at the Statewide Inclusion Conference coming in May 1999.

On December 15th, Mager presented “Preparing Teachers for Inclusive Classrooms and Schools,” at the 3rd Annual Southern & Western New York State Inclusion Conference, held at the Statler Hotel in Ithaca. This presentation shared the work of the Task Force with those who elected this conference session.

On February 15th, several members presented the work of the Task Force in “Teacher Preparation Program Standards to Promote Equity and Excellence in Inclusive Classrooms.” Making this presentation Dorow, DaBoll-Lavoie, Fisch, Hill, Mager, Black, Dubetz, and Miller. This presentation was given at the Annual Meeting of the Association of Teacher Educators, in Chicago.

On March 4th, a site visit was made to Fordham University to work on developing a dual certification program. Task Force members Mager, Gold, Dubetz, and Giugno made up the site visit team. They met throughout the day with the following faculty members and administrators from Fordham: Regis Bernhardt, Jackie Kress, Nancy Ellsworth (a Task Force member), John Hicks, Giselle Esquivel, John Houtz, Richard Baecher, Terry Cicchelli, Rowland Hughes, Stephen Kucer, Michael Freedman, Sr. Joan Donovan.
Brenda Sheinmel, Tony Mello, and Joanna Uhry (a Task Force member).

Bernhardt, the Dean of Fordham’s Graduate School of Education, presented an overview of their programs. Ellsworth introduced Task Force members to Fordham faculty and administrators and outlined goals for the meeting.

Mager discussed the purpose of the Task Force on Quality Inclusive Teaching, and Giugno summarized New York State goals for new teacher certification programs.

Kress, the Associate Dean and Director of Fordham’s Graduate Studies, presented program content modules for dual certification.

Uhry introduced Fordham’s new programs, and Ellsworth presented a draft of the dual certification program Childhood Education/Special Education (1-6).

Kress ended the meeting’s first session by opening the floor to questions.

After lunch, the meeting resumed. Participants discussed issues identified as pertinent during the morning session.

On March 5th, the Task Force met in New York City at Fordham University’s Lincoln Center campus. The following members were present: Mager, Garger, Dorow, Corr, Baker, Fisch, Lava, Napolitano, Black, Rodriguez, Oyler, Rikhye, Uhry, Miller, Monroe-Baillargeon, Schwartz, Ellsworth, and Bynoe. The following guests were also present: Linda Ware, Ofelia Garcia, Judi Singer, and Susan Hetherington.

Mager reviewed the day’s agenda and discussed recent changes in regulations on teacher preparation and certification.

Dorow, DaBoll-Lavoie, Fisch, Hill, Black, Dubetz, Mager, and Miller presented their draft of “Standards for Inclusive Teacher Preparation Programs.” They invited other Task Force members to offer feedback.

After lunch, the meeting resumed. Mager addressed several logistical issues, including travel reimbursement and the next Task Force meeting. He reviewed the site visit to Fordham University that had taken place the day before. He shared plans for the Task Force’s participation in the NYSATE-NYACTE Spring Conference (April 15th–16th) and the Annual Inclusive Schools and Communities for Children and Youth Conference in Albany (May 11th–12th). Mager also presented the proposal submitted for the “Inclusive Teacher Education Task Force” project.

Task Force members resumed their review of the draft standards.

Members shared materials used in their courses on inclusion and discussed unanticipated problems in implementing their inclusive programs.

Mager discussed the evaluation of the Task Force, which is part of the Partnership for Statewide Systems Change 2000 evaluation.

Concluding the meeting, Mager opened the floor to questions and concerns.

On April 15th, the following Task Force members presented “Models for Inclusive Teacher Preparation Programs” at the NYSATE-NYACTE Spring Conference in Albany: Dorow, Napolitano, DaBoll-Lavoie, Hill, Monroe-Baillargeon, Miller, and Fisch. The presenters represented teacher preparation programs from four colleges. During the presentation, representatives from each college shared their models and the processes of their development.
On April 16th, in the afternoon, Task Force members met in Albany. The following members were present: Mager, Dubetz, Jarvis, Price, Dorow, Garofano, Fisch, Leeds, Lehr, Vermette, Baker, Cameron, Corr, Davern, Rodriguez, Bynoe, Foote, Black, Sheeran, Miller, Napolitano, and Giugno.

Mager addressed several logistical issues, including IEP training, the Task Force evaluation, the Annual Inclusive Schools Conference in May, and the upcoming calendar. Members discussed the status of “Standards for Inclusive Teacher Preparation Programs” and outlined the next steps in amending the standards.

Dorow discussed her plans to present at the Teacher’s College, Columbia University conference in June.

Giugno proposed that the state include the Task Force as part of its proposal for funding from the federal government. Task Force members accepted Giugno’s proposal. Mager said he would notify absent members of the plan and suggest that they contact Giugno if they object.

On May 11th and May 12th, Task Force members attended the 7th Annual Inclusive Schools and Communities for Children and Youth Conference in Albany. The following members were present: Miller, Dorow, Mager, Giugno, Schwartz, Monroe-Baillargeon, Napolitano, DaBoll-Lavoie, Hill, Fisch, Baker, Mittler, Leeds, Barbour, Gold, James Black, Joan Black, Dubetz, and Price.

Dorow, DaBoll-Lavoie, and Fisch presented “Token Equity or True Inclusion: Making Decisions About Student Involvement.” They introduced preliminary data from the Teaching Strategies Survey.

Davern, James Black, and Schnorr presented “Inclusive Schooling and Functional Skills: Can We Have Both?” They focused on how to address functional skills while maintaining a full commitment to inclusive practices.

Giugno presented “School Reform, Higher Standards and Inclusive Practices: Can They Co-exist?”

Oyler and Jane Hill, a colleague from Teacher’s College, Columbia University, presented “Multilevel Instruction (K-6): Expanding Beyond The Single Lesson Format.” They provided a broad framework for designing whole-class instruction that can accommodate a wide range of skill levels.

Dorow, DaBoll-Lavoie, Fisch, Hill, Mager, Joan Black, and Dubetz presented “Teacher Preparation Program Standards to Promote Equity and Excellence in Inclusive Classrooms.” After presenting the standards, members gathered audience feedback through group discussion.

Oyler and Price presented “What Do We Know in 1999 about Designing Inclusive Programs?” They addressed both state and national perspectives on inclusive programs.

On May 12th, in the morning, during the Inclusive Schools Conference, the Task Force held its final meeting of the year in Albany.

Schwartz and Darra Pace, a colleague from Hofstra University, presented the Inclusive Teaching Rubric (ITR), a framework to enhance the supervision and self-evaluation of pre-service teachers in the classroom. They requested help from the Task
Force in revising the ITR.
Mager discussed the plan for evaluating the Task Force.


The SystemsChange 2000 project was introduced to those who were yet unfamiliar with the project. Project materials were displayed and means to access them were described. Suggestions for helping schools and parents with inclusive education issues were discussed.

Mager reviewed the work of the Higher Education Task Force on Quality Inclusive Schooling.

Black provided an update on developments in high school inclusion efforts in design and practice.

➢ On August 17th, Mager distributed the Inclusive Teaching Rubric (ITR) designed by Swartz and Pace to members of the Task Force. Members were invited to assess the quality of the rubric and its utility for supervisors and student teachers.

**Projections for 1999-2000**

The fourth year moved the work of the Task Force ahead substantively. Looking ahead to the fifth year, several matters came to the fore in the plans of the group:

- reconsidering the membership of the Task Force; inviting new members and disengaging those who are inactive or no longer wish to participate.

- setting the Leadership Group and beginning to use its potential to shape the future of the Task Force;

- promoting the formation of partnerships with local educators and SETRC as a means of identifying high quality field placements for inclusive teacher preparation;

- conducting campus site visits to serve the purposes of Task Force members;

- continuing to put the work of the Task Force before the higher education community of the state by again co-sponsoring the Spring Conference with NYSATE and NYACTE in 2000;
- continuing to consider how the readiness of teacher candidates for inclusive teaching could be assessed; and

- beginning to look at standards for assessing the quality of inclusive teacher preparation programs.