

NEW YORK HIGHER EDUCATION SUPPORT CENTER FOR SYSTEMS CHANGE  
Task Force on Quality Inclusive Schooling

**AGENDA - Mid-State Regional Meeting**  
Syracuse University  
November 30, 2010  
3 - 4:30pm

**1. (Re) introductions of attending members**

**2. Reminder of Statewide and Regional goals**

*Statewide Goals*

- (1) Developing and sustaining high-quality inclusive teacher education programs
- (2) Providing or facilitating access to inclusion-based technical assistance and professional development for schools and districts identified as needing assistance in improving the academic performance of students with disabilities

*Regional Goals*

- (1A) Developing a regional profile of member institutions' strengths, capacities, and willingness to share
- (1B) Increasing involvement of preservice teachers in regional Taskforce activities

**3. Updates and discussion on proposed projects/activities to support Statewide and Regional goals**

*"Summer" Symposium:* A summer symposium is a required activity for each region within the Inclusive Task Force. The last two Mid-State summer symposia focused, respectively, on best practices in inclusive education and models for collaborative teaching.

What we know

- Date for 2011: Friday, April 8
- Location: Cayuga-Onondaga BOCES (Auburn)
- How much money we have to work with: \$4000

What we will begin discussing

- Ways to encourage preservice and inservice attendance?
- Survey of regional schools to determine PD needs/wants?
- Possible keynote(s)?
- Possible breakout sessions? (see *Mini-grants for preservice teachers*, below)

*S<sup>3</sup>TAIR mini-grants for preservice teachers:* We would award, by competitive application, mini-grants to fund travel and stipend for preservice teachers to observe a full day at an inclusive S<sup>3</sup>TAIR school, share their learning with peers at their institutions, and present as part of a panel at the "Summer" Symposium.

What we know

- How much money we have to work with: \$3000 (12 x \$250) [subject to final budgetary approval]

What we will begin discussing

- What will the application look like?
- Who will identify the most convenient S<sup>3</sup>TAIR school for any given preservice teacher?
- Who will facilitate arrangements between preservice teacher and host school?
- How to advertise the mini-grants and encourage preservice teachers to apply?

**3 (continued). Updates and discussion on proposed projects/activities to support Statewide and Regional goals**

*Professional development mini-grants for teachers in high-needs schools:*

Currently some regional high-needs schools are formally partnered with S<sup>3</sup>TAIR-validated model schools. The proposed grant program, however, targets teachers from high-needs schools not currently partnered with a S<sup>3</sup>TAIR school. Specifically, we want to support teachers in (a) making one-day visits to effective inclusive classrooms in contexts similar to their own—whether these classrooms are part of S<sup>3</sup>TAIR-validated schools or not—(b) reflecting on the experience, and (c) putting their learning to work. We propose to work closely with our Regional Field Facilitator (Tom Bull) and regional IHEs to identify high-needs schools and effective inclusive classrooms that would welcome the opportunity. In addition to funding travel and substitute teachers for grant recipients, we propose to compensate IHE Taskforce members who facilitate the arrangements between teacher and model classroom and assist the teacher in reflection.

What we know

How much money we have to work with: \$3600 (envisioning 6 grants and support for IHE facilitators)  
[subject to final budgetary approval]

What we will begin discussing

Should there be an application process? If not, how do we recruit potential grant recipients from high-needs schools? Do IHE members of the Taskforce know enough such teachers through our work in schools that we could target them effectively?

Do we know any effective inclusive classrooms or schools that might be good partners?

**4. Discussion of new Adolescence SWD Generalist certification structure and its potential impact on inclusive teacher preparation programs**