Inclusive education: A proposal for a theoretical framework to evaluate the quality of inclusion.

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CAGLIARI, 7 GIUGNO 2019

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Progetto Valu.E
10.9.3A-FSEPON-INVALSI-2015-1

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Unione Europea
PON 2014-2020
MIUR
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Purpose of this work

This contribution presents a proposal for a theoretical framework and related indicators that could support schools to evaluate the quality of inclusion

1. INVALSI research commitment on evaluation the quality of school inclusion

2. approaches and epistemologies related to inclusion

3. themes of the international literature for developing indicators of inclusive education

4. focus on some aspect to evaluate the school inclusion according to Italian legislation and practices

Why Invalsi is interested in inclusion?

DPR 80/2013 – Italian National Evaluation System

dlgs 66/ 2017 – art. 4 indicators to evaluation the quality of school inclusion

United Nations (2015) Goal 4 - Sustainable Development Goals - Quality Education Ensure: inclusive and quality education for all and promote lifelong learning

Let's start with some results

Results of school inclusion

SELF EVALUATION RESULTS

More than 70% of schools self-assess themselves with high scores in the Inclusion Rubric.

Schools feel they are inclusive communities.

Schools declare that activities carried on are effective.

EXTERNAL EVALUATION RESULTS

The external evaluation confirms the judgment of schools as inclusive communities.

External evaluation teams carry on individual and group interviews and examine official documents.

They don't evaluate classroom processes through observation.

Results on inclusive teaching practices

Do teachers assign suited tasks for students with special educational needs and pay attention to them?

Indicator 1 – Teachers adapt tasks for students with special needs.

Indicator 2 –Teachers pay attention to students with special needs

Classroom observation results

Indicator 1 - About 50% of teachers obtained low ratings. These teachers do not adapt the tasks and not provide individual support for students with special needs.

Indicator 2 – About 23% of teachers don't pay attention to students with special needs.

(Sample of 210 Schools, 1600 teachers observed)

Document review

Documents review

Source:

❑ ERIC, PsycINFO, E-Journals

  ➢ Subject terms used: combination of 'inclusive education', 'indicators', 'evaluation'

❑ Reports and documents from multilateral agencies (EADSNE, UN, UNESCO, Save the Children etc)

❑ Some Italian tools to evaluate the school inclusion: Index of inclusion (2008; 2014), Quasi (2000), Commitment Toward Inclusion-CTI (2012)etc.

❑ Italian Law, Guidelines and directives for schools on inclusive education

WORK IN PROGRESS

Approaches and epistemologies related to inclusion

Restrictive interpretation: *integration* of disabled pupils or learners with special educational needs in common school

Systemic interpretation: a process of cultural, conceptual and operative change on the pedagogical, evaluative, organizational and political level in order to guarantee full access, full participation and educational success to all pupils and students
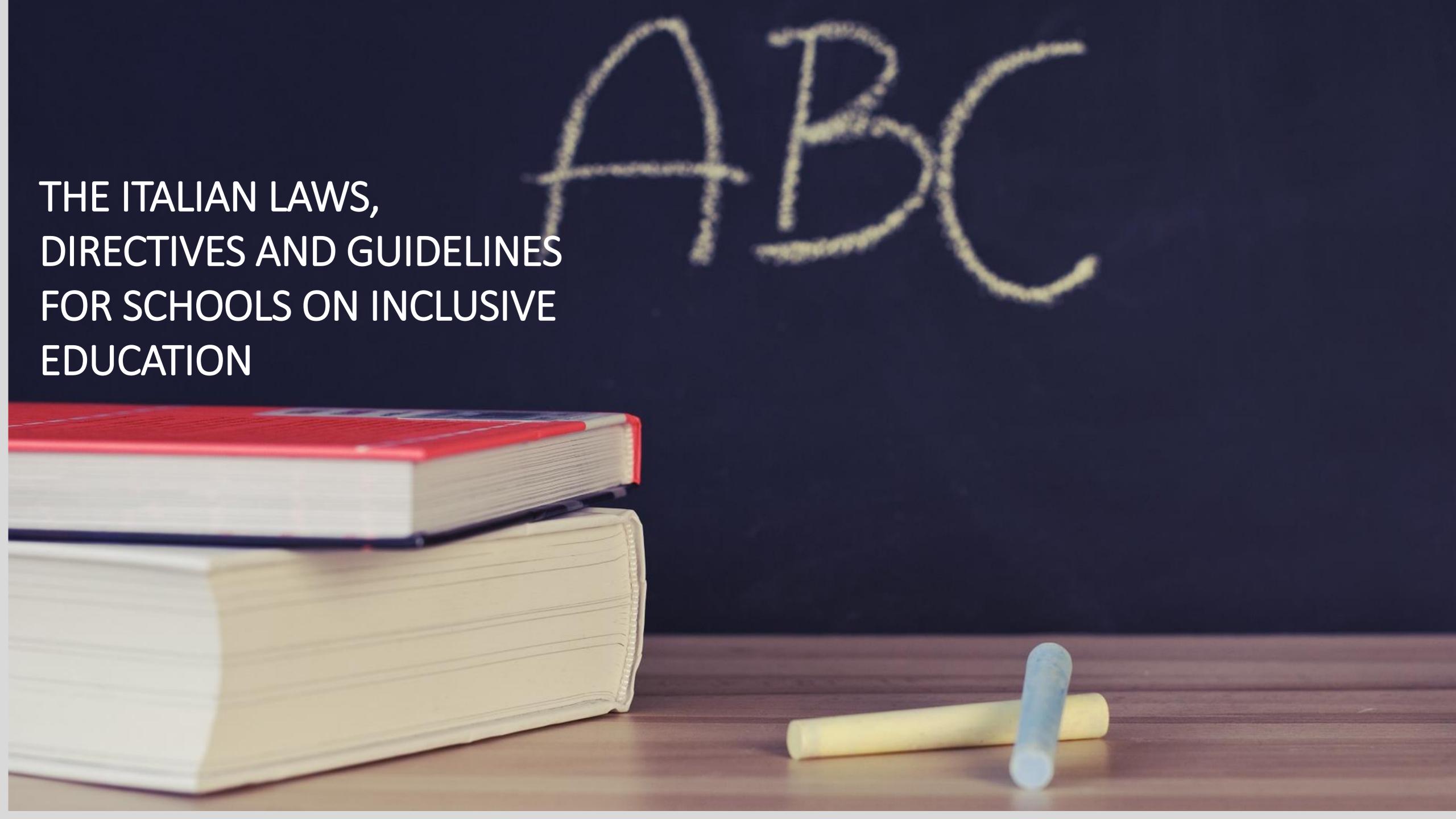
Special educational needs, Curricular approach, Education for All, Social relational, bio-social and Capability Approach, Disability studies ecc.

Emergent aspects related to school Inclusion Processes

Review by Loreman, et. al. (2016)

❑ **Staff Professional Development and teacher education (**tailor-made training; based on evidence and analysis of data, etc**)**

❑ **Leadership (**strong support for IE; devolopment of data system; pedagogical leadership; monitoring and self -evaluation etc**)**

❑ **Curriculum (**It is seen as needing to be designed to suit learners; UDL;etc**)**

❑ **Climate (**welcoming and open social climate for students and teachers; positive attitudes; high levels of self efficacy with respect to inclusive pratice; peer support**)**

❑ **Teaching Practices (**Scheduling; social and emotional support; authentic assessment pratices for, of and in learning; differentiated instruction; grouping delivery

❑ **Collaboration and shared responsibility (**coordinated approach; shared responsability; collegial support; parental involvment; access to experts**)**

❑ **Resources and finances (**access to appropriate human resources, assistive technologies, ecc**.)**

THE ITALIAN LAWS, DIRECTIVES AND GUIDELINES FOR SCHOOLS ON INCLUSIVE EDUCATION

Legislation and policy

- ❑ «Norms on the evaluation of pupils and on the abolition of resits as well as other norms for changing the school system», Law n. 517, 1977

- ❑ «Framework law for assistance, social integration and the rights of disabled people», Law n. 104, 1992

- ❑ «Guidelines for school integration of students with disabilities», 2009

- ❑ «New norms on specific learning disorders at school», Law n. 170, 2010

- ❑ «Intervention tools for pupils with special educational needs and territorial organization for school inclusion», Directive, 2012

- ❑ «Guidelines for the welcoming and intergration of foreign students», 2014

- ❑ «Reform of the national education and training system», Law n. 107, 2015

- ❑ «Norms for the promotion of school inclusion of disabled students», Legislative decree n. 66, 2017

THE INTEGRATION MODEL FOR PUPILS WITH DISABILITIES AT SCHOOL: A "REASONABLE ACCOMMODATION"

Key concepts From «Guidelines for school integration of students with disabilities» (Ministry of Education, 2009)

The bio-phsycho - social model

The guidelines promote an approach to disability that considers both *medical* and *contextual* factors (barriers or facilitators).

The reference point is the international classification of functioning, disability and health (ICF) promoted by the World Health Organization (WHO).

Reasonable accommodation

According to United Nations, it means changes and adaptations that do not impose a disproportionate or excessive burden (where necessary), to ensure to people with disabilities the enjoyment and exercise of all human rights and fundamental freedoms, on the basis of equality with others.

Integration and inclusion

The two terms are used as synonyms. Social inclusion is considered as the main objective of the school.

Teaching and learning

The suggestions on the teaching and learning processes are barely mentioned (1 page out of 20)

SCHOOLS ARE CALLED TO CLASSIFY PUPILS INTO CATEGORIES AND WRITE INDIVIDUAL LEARNING PLANS.
… AND THEN?

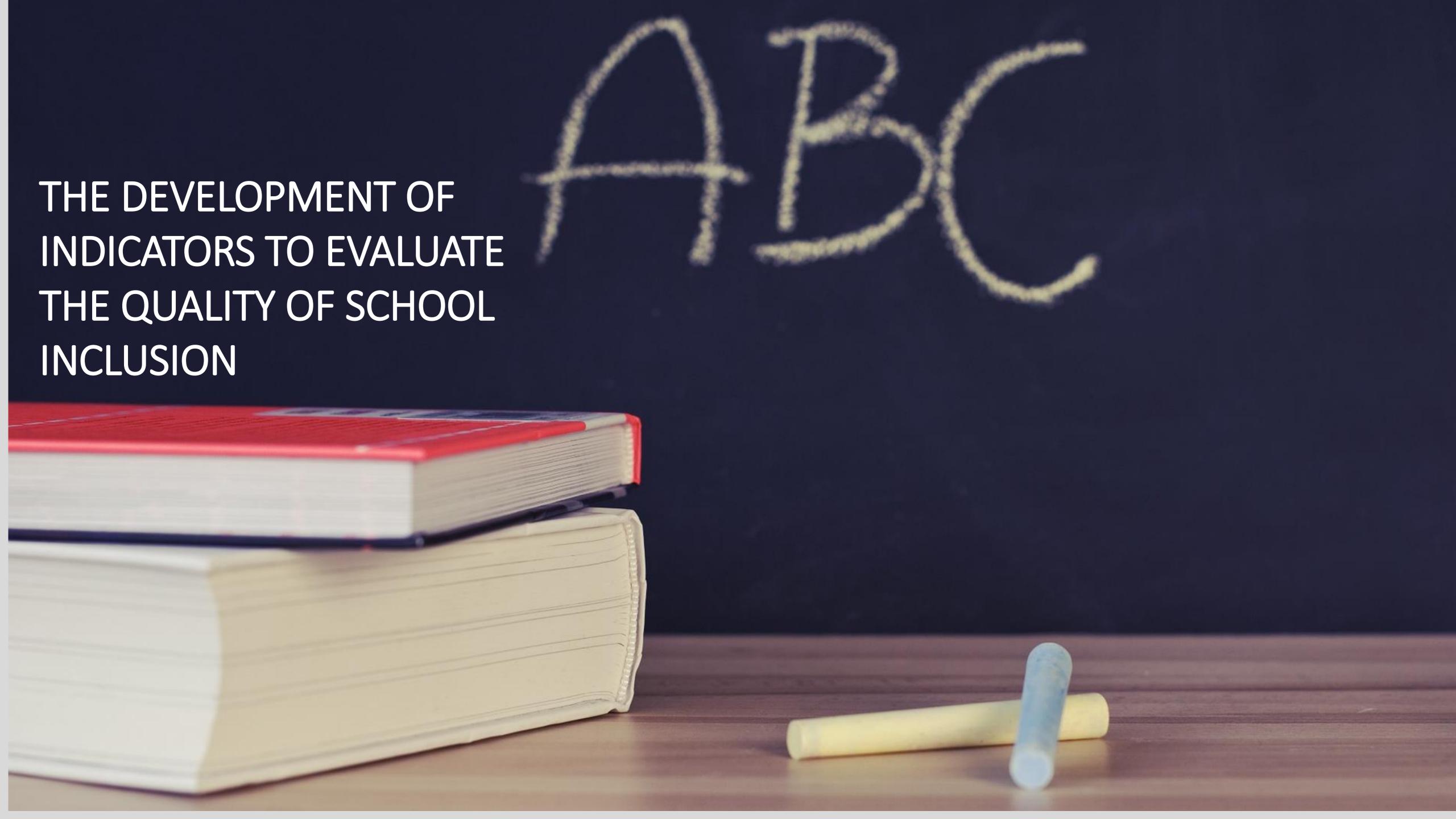**Students with special educational needs are classified into tree categories**

- Disabled pupils

- Pupils with specific learning disorders: specific learning difficulties (dyslexia, etc.), attention deficit and hiperactivity (ADHD)

- Disadvantaged pubils (for economic, linguistic or cultural background)

«Intervention tools for pupils with special educational needs and territorial organization for school inclusion», Directive, Ministry of Education, 2012"

Foreign pupils are classified into five tipologies

- Pupils speaking non italian at home

- Children of mixed couples

- Pupils without relatives in Italy (unaccompained minors)

- Pupils adopted by Italian families

- Nomadic pupils

«Guidelines for the welcoming and intergration of foreign students», Ministry of Education, 2014

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THE DEVELOPMENT OF INDICATORS TO EVALUATE THE QUALITY OF SCHOOL INCLUSION

SCHOOL CONTEXT INDICATORS

❑ School staff characteristics

➢ kind of employment contracts; staff stability; teachers' qualifications;

➢ professional skills

❑ Accessibility: built environment (classes, canteens, leisure areas etc.), including school transport

➢ Safe environment and removal of architectural barriers (disabled toilets; ramps or elevators for overcoming architectural barriers; Elements for overcoming the perceptive sense barriers; fire escapes and escape doors.

❑ Facilities and equipment

➢ mobile laboratories; overhead projectors; classrooms with internet connection and computer;

➢ specific technological hardware / equipment for students with disabilities; updating of materials and tools over the past 3 years;

➢ specific software for communication and learning

❑ School library

➢ Presence of a library with access service to digital texts, newspapers and magazines in digital format;

➢ number of digital texts, audio books, etc.

PROCESSES INDICATORS

- Inclusive culture
  - Welcoming activites for new students
  - Attitudes towards IE (principal, teachers, students, parents ecc.)
  - Teachers' beliefs in own ability to implement IE;
  - Perception of school policies on IE
- Development of inclusive curriculum
  - Vertical curriculum
  - Use of the reserved curriculum quota (20%)
  - Presence of inclusive projects
- Students assessment
  - Kind of examinations (common, equivalent, differenziated, ecc.)
  - Authentic assessment pratices for, of and in learning
  - Use of common assessment criteria
- School environment
  - Flexible school scheduling – Flexible classroom space;
- Students relationships
  - Rules, conflict risolution procedures, bullying contrast

PROCESSES INDICATORS

- ❑ Teaching strategies
  - ➢ Cooperative learning; students grouping strategies; peer toturing
  - ➢ School wide routines to support learning and social partecipation
  - ➢ Use of ICT tecnhnologies, including assistive technologies and communication devices
- ❑ Modalities and tools for individualization and personalization of learning
  - ➢ Use of common models for individualized educational plans; partecipation to to classroom team group; monitoring individualized plans implementation
  - ➢ Remedial education and activities for gifted students
- ❑ Smooth transition between pre-primary and primary and secondary education for all student
- ❑ Counseling for all students
  - ➢ Students counseling in the choice further studies; counseling to learn about the working activities in the territory nearby the school
- ❑ Work related learning experiences for all students

PROCESSES INDICATORS

❑ Collaboration and shared approach in school

➢ Regular and structured opportunity to engage in collaborative team

❑ Parent involvement

❑ Collaboration and shared approach out of school

➢ Partnership with services, institutions and associations in coordinating inclusive and equitable educational policies and practices

❑ Comunication

➢ accessible school specific guidelines and other school documents (different language to reach different stakeholders)

➢ accessible web site

❑ Professional development

➢ Teachers, principal, others schools personal

❑ Strategic management of the school

➢ strong support for IE;

➢ devolopment of data system; monitoring etc

Conclusion

✓ Evaluation can be an important opportunity to promote school-inclusive change

✓ Change prospective: inclusion indicators for all student

✓ Revision of the RAV in an inclusive way, making inclusiveness a "plot" underlying RAV

✓ Inclusion become a general criterion that guides the reflection on the various content areas of RAV, along with the criteria of equity, participation, quality and differentiation

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ISCRIVERSI ALLA NEWSLETTER PER RICEVERE AGGIORNAMENTI SUL PROGETTO DI RICERCA PON VALU.E

Valu.Enews
La divulgazione scientifica del Progetto PON Valu.E

UN NUOVO RESEARCH MAGAZINE

Valu.Enews è un periodico edito dall'INVALSI con cadenza bimestrale, che si propone come innovativo strumento di divulgazione scientifica dei principali raggiungimenti scientifici del progetto Valu.E nell'ambito della valutazione esperta (con particolare riguardo per i processi di autovalutazione e valutazione esterna delle scuole).

Sul sito www.invalsi.it/value/valuenews è possibile consultare la newsletter di ricerca e registrarsi.

La newsletter, in particolare, si propone di approfondire gli obiettivi e gli strumenti adottati e progettati dal gruppo di ricerca di Valu.E nel corso degli ultimi anni in relazione alle tre azioni di ricerca del progetto: valutare la valutazione, sostenere l'autovalutazione delle scuole e delineare la competenza esperta della figura professionale del valutatore.

Per contattare Valu.Enews, l'indirizzo e-mail della redazione è valuenews@invalsi.it

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Tra i temi principali che vengono affrontati dalla newsletter figurano le novità introdotte al Rapporto di Autovalutazione (RAV), le modalità di conduzione delle visite di valutazione esterna delle scuole, l'impatto dei big data in ambito educativo e valutativo, i principali filoni di ricerca internazionali finalizzati a diffondere nei diversi paesi la cultura della valutazione in ambito scolastico.

La newsletter utilizza gli strumenti cari a una comunicazione a gradienti, attraverso un'offerta di riflessioni e articoli che spinga il lettore al progressivo approfondimento scientifico.

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