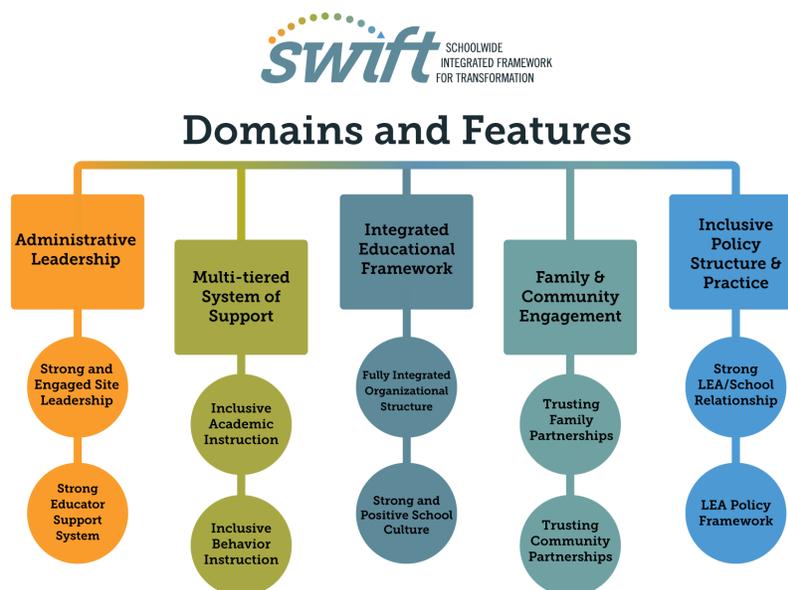


SWIFT in 60: Video Transcripts

SWIFT Center is a national K-8 technical assistance center that assists schools, districts, and state educational agencies transform academic and behavioral instruction from fragmented systems into fully integrated organizations that deliver effective education and extra-curricular activities to all students in the school community, including those students with the most significant support needs. Schoolwide Integrated Framework for Transformation (SWIFT) encompasses five domains, each with two core features that represent evidence-based practices, structures, and systems. These ten core features are illustrated in *SWIFT in 60*, a video series for which transcripts are provided here.



U.S. Office of Special
Education Programs

The National Center on Schoolwide Inclusive School Reform (The SWIFT Center) produced this document under U.S. Department of Education, Office of Special Education Programs Grant No. H325Y120005. OSEP Project Officers Grace Zamora Durán and Tina Diamond served as the project officers. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, please use the following citation National Center on Schoolwide Inclusive School Reform: The SWIFT Center. (2014). *SWIFT in 60: Video Transcripts*. Lawrence, KS: Author.

Domain 1: Administrative Leadership

Feature 1: Strong & Engaged Site Leadership

Strong and Engaged Site Leadership is the foundation for transforming systems throughout a school. With a shared mission and vision, school leaders create a forum for everyone to participate in the decision-making process. As the instructional leader, the principal uses data to monitor student progress and provide meaningful feedback to teachers. The principal and a leadership team promote practices to improve teaching and learning, such as collaborative teaching and flexible student grouping. The leadership team includes more than just the school’s principal and assistant principal, but also teachers, staff, students, families and community members. School leaders have an “open door” policy and are comfortable bringing ideas, issues and concerns to the table. Strong leaders do more than just say family members are welcome, but ensure that family members *know* their views are valued and incorporated into decisions. School leaders are actively involved in the community and promote the school as a resource for everyone. *Strong and Engaged Site Leadership* empowers the entire faculty to support student success.

Feature 2: Strong Educator Support System

A *Strong Educator Support System* provides structures that enable educators to constantly improve their practices. For example, school coaches and mentors work side-by-side with teachers as they learn to use new instructional methods and evaluate their own effectiveness. The principal uses data and input from the whole school community to make available professional learning opportunities to enhance student outcomes and promote positive school culture. For example, instructional coaching fosters improved teaching and learning through regular demonstration, support, and feedback of effective teaching techniques and strategies. New teachers are mentored, and all educators are given meaningful and regular feedback. A *Strong Educator Support System* cultivates professional growth that results in effective instruction for all students.

Domain 2: Multi-tiered System of Support

Feature 1: Inclusive Academic Instruction

Schools with *Inclusive Academic Instruction* provide a variety of instructional and assessment options that promote student learning. General and specialized educators work together to provide high-quality curriculum and instruction to all students, including those students who are learning English, experiencing poverty, or are part of other traditionally marginalized groups. Teachers regularly measure growth and personalize learning environments according to student strengths and opportunities to improve. Using formal and informal assessment data, educators work in teams to make decisions about students' future instructional needs. Teachers monitor individual student progress, and when needed, provide additional support through more or different instruction that is matched to students' current performance. These options may involve individual or group learning, varied levels of difficulty, or different ways for the students to demonstrate what they know and can do. Students may receive different options for learning, including varied access, processing, and testing options, which maximize opportunities for success. *Inclusive Academic Instruction* means the whole school staff works together to meet every student's instructional needs.

Feature 2: Inclusive Behavior Instruction

Inclusive Behavior Instruction is a proactive approach to teaching social behaviors. All students are explicitly taught schoolwide behavioral goals and expectations. All school staff members reinforce positive student behaviors. For example, students may earn tickets to be used at a school store to in exchange for a variety of activities and items. All students are screened for indicators of potential behavior challenges. The screening information then allows the school to direct preventive resources toward specific social, emotional, or behavioral needs. By using a tiered system of proactive interventions, schools are able to address and reduce behavior disruptions. If data indicate that some students are struggling, the school provides a targeted intervention or support. Additionally, a few students may receive intensive, individualized interventions such as self-monitored checklists or more frequent options for movement. Each intervention is tailored to a student's specific areas for improvement. *Inclusive Behavior Instruction* emphasizes positive goals and expectations, along with the appropriate supports and interventions so that all students can successfully manage their behavior.

Domain 3: Integrated Educational Framework

Feature 1: Fully Integrated Organizational Structure

A *Fully Integrated Organizational Structure* means full participation in the general education curriculum for all students. Unified systems, services, and practices meet the needs of diverse learners more efficiently and effectively than separate systems. In an inclusive school, general and specialized education programs come together as a cohesive whole to promote the success of any and all students. Examples of integrated structures include redefined roles for paraeducators or teaching assistants that allow them to support all students; every student fully participates in grade level classrooms, where they receive instruction and support; and peers with a wide range of cognitive and physical differences work together to mutually support and encourage each other in learning. Additionally, school resources are allocated based on individual student needs, not a label or a one-size fits all approach. When students, educators, support personnel, and families work together in a *Fully Integrated Organizational Structure* ALL students experience greater academic and social outcomes.

Feature 2: Strong & Positive School Culture

A *Strong and Positive School Culture* creates an atmosphere in which everyone feels like they belong. The culture of the school is characterized by a happy, caring community that values everyone's needs. Students with disabilities are educated in the same integrated educational settings as other students their age. Every adult in the school plays a meaningful and critical role in serving all students. Specialized educators teach alongside their general education peers. Club organizers ensure that all students have access to extracurricular activities. School and district committees include families, and choose curriculum that reinforce the contributions of a variety of cultures. School staff, families and students collaborate to realize the school's shared values and beliefs, bringing to life the phrase 'all means all.' *Strong and Positive School Culture* is about all adults working together to serve all kids.

Domain 4: Family and Community Engagement

Feature 1: Trusting Family Partnerships

Trusting Family Partnerships extend beyond traditional parent involvement activities. Family members share in decision-making responsibilities, such as in school leadership roles. These partnerships are reciprocal and collaborative, and set the tone for the school through respect, unity, and belonging. Trusting partnerships flourish as schools strategically build meaningful opportunities for families to engage with the school and openly share information about systems, practices, and student progress. Student achievement and engagement rise when families are in authentic partnership with schools. Evidence of these partnerships is the acceptance and celebration of the various cultures and ethnicities of school families, and the presence of family members embedded in all facets of educational life. Educators and administrators model cooperation and balanced decisions, which helps parents to truly trust that they are a part of the whole education process. In *Trusting Family Partnerships* families are influential participants in important school decisions and teams.

Feature 2: Trusting Community Partnerships

"It takes a village to raise a child." It takes *Trusting Community Partnerships* to support students, families, and schools. Student achievement and attendance rise when schools engage community members around mutual interests and meaningful goals. Community resources expand and enhance school offerings. Actively working together, schools, institutions of higher education, local businesses, community organizations, healthcare providers, and individuals help students succeed and communities thrive. Reciprocity is the key to trusting community partnerships. The school maintains an open door policy and is a resource to meet critical community needs. Community members serve on school committees, and school leaders are active and contributing members in their community. *Trusting Community Partnerships* involve everyone in improving all aspects of students'—and their families'—lives.

Domain 5: Inclusive Policy Structure & Practice

Feature 1: Strong LEA / School Relationship

A Local Education Agency, also known as an LEA or school district, partners with the school to promote a shared vision and foster excellent and inclusive teaching and learning. *Strong LEA/School Relationships* use policy to formally organize and integrate the various initiatives and programs conducted within a school, which lead to better instruction and more effective use of resources. This working relationship fosters open communication between parents, teachers, support staff, and community members. Open lines of communication support healthy relationships and a positive culture, and ultimately, nurture inclusive transformation. When policy is used to organize and integrate programs across the school community, students experience successful transition from grade to grade, school to school, and achieve positive post-high school outcomes. A *Strong LEA / School Relationship* unites school communities to provide a coordinated education for all.

Feature 2: LEA Policy Framework

The *LEA Policy Framework* means that the Local Education Agency, also known as the LEA or school district, has a formal structure to continually evaluate and rewrite policy in support of quality practice. The LEA plays an essential role in guiding school practices that involve English learners, Title I funding for at-risk students, or special education programs. School practices are influenced by many federal, state and district initiatives. The *LEA Policy Framework* integrates these initiatives and works to align complicated regulations while supporting positive outcomes for students. For example, a district might change personnel policy and hiring practices to facilitate collaboration between general and specialized educators. When the LEA has a formal structure to incorporate school input and data, policies related to inclusive education become more responsive to individual school and student needs. The *LEA Policy Framework* promotes and sustains a district where every student participates meaningfully in all social and instructional settings.