

## Suggested Follow-Up Professional Learning Opportunities

In professional learning communities (PLCs), study a selection of the following:

### Books & Monographs:

Billingsley, B., McLeskey, J., & Crockett, J. B. (2014). *Principal leadership: Moving toward inclusive and high-achieving schools for students with disabilities* (Document No. IC-8). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website:

<http://cedar.education.ufl.edu/tools/innovation-configurations/>

Crockett, J., Billingsley, B., & Boscardin, M. L. (Eds.). (2012). *Handbook of leadership & administration for special education*. New York, NY: Taylor & Francis.

McLeskey, J., Waldron, N., Spooner, F., & Algozzine, B. (2014). *Effective inclusive schools: Research and practice*. New York, NY: Routledge.

Theoharis, G., & Brooks, J. S. (2012). (Eds.). *What every principal needs to know to create equitable and excellent schools*. New York, NY: Teachers College Press.

### Articles & Book Chapters:

Jorgensen, C. (2005). The least dangerous assumption. *Disability Solutions*, 6(3), 1, 5-9.

Retrieved from <http://www.includingsamuel.com/resources/educators>

McLeskey, J., & Waldron, N. (2007). Making differences ordinary in inclusive classrooms. *Intervention in School and Clinic*, 42(3), 162-168.

McLeskey, J., & Waldron, N. (2011). Educational programs for elementary students with learning disabilities: Can they be both effective and inclusive? *Learning Disabilities Research and Practice*, 26(1), 48-57. (See Handout 2)

Salisbury, C. (2006). Principals' perspectives on inclusive elementary schools. *Research & Practice for Persons With Severe Disabilities*, 31(1), 70-82.

### References

Causton, J., & Theoharis, G. (2014). *The principal's handbook for leading inclusive schools*. Baltimore, MD: Brookes.

Freeman, S., & Alkin, M. (2000). Academic and social attainments of children with mental retardation in general education and special education settings. *Remedial and Special Education*, 21(1), 3-18.

Hehir, T., & Katzman, L. (2012). *Effective inclusive schools: Designing successful schoolwide programs*. Hoboken, NJ: Jossey-Bass.

Individuals With Disabilities Education Act, 20 U.S.C. § 1400 (2004).

McLeskey, J., Rosenberg, M., & Westling, D. (2013). *Inclusion: Effective practices for all students*. Boston, MA: Pearson.

McLeskey, J., & Waldron, N. (2011). Educational programs for elementary students with learning disabilities: Can they be both effective and inclusive? *Learning Disabilities Research and Practice*, 26(1), 48-57.

McLeskey, J., Waldron, N., & Redd, L. (2014). A case study of a highly effective, inclusive elementary school. *The Journal of Special Education*, 48(1), 59-70.

McLeskey, J., Waldron, N. L., Spooner, F., & Algozzine, B. (2014). What are effective inclusive schools and why are they important? In J. McLeskey, N. L. Waldron, F. Spooner, & B. Algozzine (Eds.). *Handbook of effective inclusive schools: Research and practice* (pp. 3-16). New York, NY: Routledge.

Ryndak, D., Jackson, L., & Billingsley, F. (2000). Defining school inclusion for students with moderate to severe disabilities: What do experts say? *Exceptionality, 8*(2), 101-116.

U.S. Department of Education. (2013). Thirty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act. Washington, DC: Author.

Williamson, P., McLeskey, J., Hoppey, D., & Rentz, T. (2006). Educating students with mental retardation in general education classrooms: An analysis on national and state trends. *Exceptional Children, 72*(3), 347-361.