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PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

**INSTRUCTIONAL MANAGEMENT MODEL FOR INCLUSIVE
EDUCATION PROGRAM IN SPECIAL EDUCATION**

A DISSERTATION

Presented to
the Faculty of the College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfillment
of the Requirements for the Degree
DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT

by

JINGLE LIM – SERGOTE
SEPTEMBER 2017



APPROVAL SHEET

The dissertation attached hereto, titled “**INSTRUCTIONAL MANAGEMENT MODEL FOR INCLUSIVE EDUCATION PROGRAM IN SPECIAL EDUCATION**” prepared and submitted by **JINGLE LIM – SERGOTE** in partial fulfillment of the requirements for the degree of **DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT**, is hereby recommended for approval and acceptance.

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And most of all, to **God our Father Almighty** for giving me the spiritual strength and actual graces in the most trying times of struggles and barriers encountered during the conduct of this study.

J. A. L-M.



DEDICATION

To **Mrs. Esnelia Alegre-Lim** and **Mr. Rogelio Tan-Lim**,
to **Jennifer A. Lim**, **Judy Lim-Henry**, **Janne Lim – Fabelico**,
John Joshua Lim – Sergote, **John Benedict Lim – Sergote**.
and **Marisol Balisi Mabazza**, who are always there for me at all times
to my **PNU Professors** who molded me for what I am now
and to **God the Father Almighty** who loves me unlimitedly
and gave me the strength all the days of my life
this modest work is heartfully
dedicated.

J. A. L-M.



ABSTRACT

NAME : **JINGLE A. LIM – SERGOTE**

TITLE : **INSTRUCTIONAL MANAGEMENT MODEL FOR
INCLUSIVE EDUCATION PROGRAM IN SPECIAL
EDUCATION**

KEY CONCEPTS : INSTRUCTIONAL MANAGEMENT
INCLUSIVE EDUCATION
SPECIAL EDUCATION

DEGREE : Doctor of Philosophy

SPECIALIZATION : Educational Management

ADVISER/s : **Teresita G. Inciong, E.Ed**
Julieta A. Gregorio, Ph.D.

This study aimed at designing an instructional management model for inclusive education programme in special education and developing an inclusive education training program for instructional leader. It determined the status of inclusive education in terms of profile of school leaders, objectives of inclusive education program, program orientation, program planning, program implementation and program monitoring; instructional management practices and identified the problems encountered by implementers of the inclusive education program in the public schools at the National Capital Region. Descriptive and developmental research was employed which involved 100 school administrators from selected schools in the National Capital Region. Questionnaire



checklist as a survey tool was utilized to obtain the data as basis for designing the instructional management model and developing the inclusive education training program. The analysis and interpretation of data were made with the use of descriptive statistics on frequency, weighted mean and rank. Results of the study revealed that the respondents strongly agreed and adherence on the vision-mission of inclusive education in addressing the needs of children with special needs for inclusion in the regular classroom setting. The Instructional Management practices used by the school principals were composed of three dimensions: the knowledge, skills and attitude which revealed as strongly desirable and should be required for all instructional leaders and regular classroom teachers. The implementation of the instructional management model and the inclusive education training program for instructional leaders will ensure the success of inclusion of children with special needs in the regular classrooms. With the collaboration and empowerment of school administrators, inclusive education practitioners, parents and DepEd officials, the implementation and monitoring of inclusive education in the public school will be propagated accordingly in all learning institutions.



TABLE OF CONTENTS

CONTENTS	PAGES
Title Page	i
Approval Sheet	ii
Acknowledgement	iii
Dedication	v
Abstract	vi
Table of Contents	viii
List of Tables	xi
List of Figures	xiii
List of Appendices	xiv
Chapter 1: The Problem and Its Background	
Introduction	1
Conceptual Framework	7
Statement of Purpose	11
Research Assumption	12
Significance of the Study	12
Scope and Limitation	13
Definition of Terms	14



Chapter 2: Review of Related Literature

Conceptual Literature	16
Researches Literature	33
Synthesis	45

Chapter 3: Methodology

Research Design	47
Respondents of the Study	47
Research Instruments	50
Data Gathering Procedure	51
Ethical Considerations	51
Statistical Treatment of the Data	52

Chapter 4: Presentation, Analysis and Interpretation of the Data

Objective 4.1	55
Objective 4.2	76
Objective 4.3	80
Objective 4.4	87

Chapter 5: Summary, Conclusions and Recommendations

5.1 Summary	88
5.2 Finding	89
5.3 Conclusions	92
5.4 Recommendations	93



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References	95
Appendices	104
Certification	117
Curriculum Vitae	118



LIST OF TABLES

TABLES	PAGES
Table 3.1 Sex Distribution of Instructional Managers	48
Table 3.2 Educational Attainment of Experts and Instructional Managers	49
Table 3.3 Number of Years in Service of Experts and Instructional Managers' Respondents	50
Table 3.4 4-Point Scale to Interpret Rating of Experts	54
Table 3.5 4-Point Scale to Interpret Rating of Instructional Managers	54
Table 4.1 Weighted Mean Results and Interpretation of the Assessment on the Adherence and Practice of Vision and Mission of Special Education	56
Table 4.2 Weighted Mean Results and Interpretation of the Assessment on the Adherence and Practice of the Vision and Mission of Inclusive Education	57
Table 4.3 Weighted Mean Results and Interpretation of the Instructional Managers on the Setting of Objectives of Inclusive Education	58
Table 4.4 Weighted Mean Results and Interpretation of the Assessment on the Achievability of Objectives of Inclusive Education	59
Table 4.5 Weighted Mean and Interpretation of the Assessment on the Legality of Objectives on Inclusive Education	60
Table 4.6 Weighted Mean and Interpretation of the Assessment of the Measurability of Objectives on	



	Inclusive Education	61
Table 4.7	Weighted Mean and Interpretation of the Assessment of the Specificity of Objectives on Inclusive Education	62
Table 4.8	Weighted Mean and Interpretation of the Assessment on the Relevance of Objectives of Inclusive Education	64
Table 4.9	Weighted Mean and Interpretation of the Assessment on the Awareness Brought About by Inclusive Education to Types of Exceptionalities	65
Table 4.10	Weighted Mean and Interpretation of the Assessment on the Implementation of Educational Programs for Children with Special Needs	66
Table 4.11	Weighted Mean and Interpretation of the Assessment on the Knowledge of Instructional Managers About Inclusive Education	68
Table 4.12	Weighted Mean and Standard Deviation of the Level of Teaching Skills of Instructional Leaders	69
Table 4.13	Weighted Mean and Standard Deviation of the Level of Attitudes of Instructional Leaders Towards Inclusive Education	70
Table 4.14	Weighted Mean and Interpretation of the Assessment on the Monitoring Systems and Supervision of Inclusive Education Program	75
Table 5.1	Summary of Profile	77



LIST OF FIGURES

FIGURES		PAGES
Figure 1.1	The Conceptual Paradigm of the Study	9
Figure 4.1	Instructional Management Model	80
Figure 4.2	Framework of the Training Program	82



LIST OF APPENDICES

APPENDICES		PAGES
A	Letter to the Department of Education- National Capital Region (NCR)	104
B	Letter to the Expert for the Validation of Research Instruments	105
C	Letter to the Instructional Manager for the Validation of Research Instruments	106
D	Experts Profile	107
E	Survey Instruments for Respondents	110
F	Sample of the Proposed Inclusive Education Training Program for Instructional Leaders at the National Capital Region	114
G	Certification of the Language Editor	117
H	Curriculum Vitae	118



Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The advent of the 21st century requires new ideas and developments both in special education and inclusive education to meet the demands of educating children with special needs in the new millennium. Inclusive education is a great challenge for school administrators of successfully implementing it in all regular classroom setting. With this, instructional managers and specialists are needed to advance the implementation of inclusive education through the assessment and improvement of their supervisory roles in guiding the inclusive education practitioners to be on the right track. An instructional manager needs to be updated with needs of the teachers receiving children with special needs in their classroom, curriculum modification, application of best practices of teaching sped children, differences and analysis of the instructional capacity of schools in executing the inclusive education program for all special children.

Special Education in the Philippines is characterized by increasing the number awareness and concern for children and youth with special needs. Local administrators and school heads encounter difficulties and barriers to become more responsive to the implementation of inclusive education in their schools. Successful school management depends on how it can play a major role in making schools more responsive to children with special needs Ebol, (2000). As educational leaders of the 21st century, the roles of the



instructional manager, the principal in attaining the goals of inclusive schools in their own respective schools is imperative. The challenge to the creation and operation of these programs, however, is twofold: the training of administrators, teachers and the whole school staff on inclusive education, and the comprehensive implementation of the inclusive education program for teachers who are not so equipped with the knowledge and skills in teaching special children so they can assist in delivering these new trends in special education in a timely and meaningful manner.

Inclusive education is now a high priority of the Department of Education as this was initially supported by the DO 72, s. 2009 entitled, “Inclusive Education as Strategy for Increasing Participation Rate of Children” stating that “Special Education in the Philippines has only served 2% of the targeted 2.2 million children with disabilities in the country who live without access to a basic human right which is the right to education. Most of these children live in rural and far-flung areas whose parents need to be aware of educational opportunities that these children could avail of (Inciong, 2010). With this urgent need to address this problem and for the children with special needs to receive appropriate education within the regular or inclusive classroom setting, a program must be organized. Based on the inclusive education philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, students, parents and the community, the Department of Education designed a comprehensive inclusive program for children with special needs. One the of the components of the program is inclusion or placement of the child with disabilities in general education or



regular class where he/she learns with his/her peers under a regular teacher and/or SPED trained teacher who addresses the child's needs. (Inciong, 2010).

In this perspective, the researcher endeavored to develop an instructional management model for inclusive education in special education together with a training model for school managers to equip them with the necessary knowledge, skills and positive attitudes toward the inclusion of special children in the regular classroom setting.

Background of the Study

Since 1997 intensive teacher development on special education has been a major component of the Department of Education – National Capital Region, Special Education Unit to meet the nation's ultimate goal of special education, which is integration of children with disability into the regular school setting and eventually in the community. In moving ahead to abide the legal mandates and to remove barriers to participation and learning for all, Secretary Jesli A. Lapuz issued DepEd Order No. 72, s. 2009 entitled "Inclusive Education as Strategy for Increasing Participation Rate of Children". This Order was disseminated to the Undersecretaries, Assistant Secretaries, Bureau Directors, Regional Directors, and Schools Division Superintendent of the Department of Education for compliance.

Every educational system in the world needs to improve and work towards the best results. In this way, inclusive education practitioners, the supervisors, school administrators, SPED teachers and receiving teachers are of central importance and should



develop the specific knowledge, values and skills and vision to contribute to this goal of inclusive community for all learners. This is a big challenge for all but, it is an opportunity to advance the school as a change factor, thus, the researcher pursued to conduct a study to keep the quality of teachers and school administrators and supervisors for special education and for inclusive education.

Management of Inclusive Education Program

Instructional management is the professional assistance to teachers in improving the quality of the learning process. The success of instructional supervision is strongly influenced by enriching of the role of supervisor at the school. Supervisors should have the insight and extensive learning in their respective sectors. A supervisor must have the prerequisite modalities before carrying out the task of supervision. Glickman (2014) states modalities of the supervisor, namely: knowledge, interpersonal skills, and technical skills. The role of the principal as instructional supervisor is also indispensable in school inclusion. Inclusion schools are the implementer of inclusive educational programs. Inclusive education is a movement of global commitment and one mission of the Education for All (EFA), and the influences of diversity, especially multicultural and inclusive education.

Understanding management of schools or supervision of school programs as a field of study is important as managers work with individuals, group of people and provide a long life learning for teachers. Beach and Reinhartz (2000). Payne (2010) mentioned Tanner and Tanner's definition of supervision which is referred to as a process whereby



school managers observe the work activities in particular teachers to improve their work outcomes and for their further professional development. It implies that supervising the teachers in the implementation of inclusive education will result to a more quality and appropriate education of children with special needs.

Management or supervision is regarded as the styles of administering and supervising school system and programs. Tesema (2014) has cited the definition of Beach & Reinhartz about instructional supervision as a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. For Glickman et. al supervision is “the glue of a successful school and Sergiovanni and Starratt, (1998) consider it as an integral component and process in the operation of schools. The implementation of inclusive education is done by several individuals who are involved in the planning of this program. These are the school superintendent, principal, master teachers and other professionals. However, these professionals have experienced difficulties and barriers in carrying out their supervisory work without having the necessary preparation for it, utilizing the strategies what seems to work for them.

Analyzing and using models for supervision is a strategy that has a great promise for building instructional coherence, helping teachers in learning together, and improving student achievement in the regular classroom environment.

When instructional managers and leaders have attained their position in which to manage or supervise inclusive education practitioners, they must choose a supervisory style



that will serve as a guide in supervising implementers of inclusive education program in their respective schools. For instructional management and supervision of the inclusive education program, and to help IE practitioners implement the IE program and the successful inclusion of children with special needs, a model of instructional management is needed. Such model should be holistic as to attain the goal of inclusive education for children with special needs.

Research reveals that principals assume many critical leadership roles as they participate in school change to develop a plan and implement an inclusive program. These leadership roles include (a) forming inclusion planning teams; (b) evaluating current school practices related to students with disabilities and other struggling students; (c) developing plans for inclusion; (d) reviewing and revising inclusion plans with school staff and other stakeholders; (e) arranging for PD; (f) implementing substantial changes in school organization, teacher roles, and teaching and learning programs; and (g) evaluating and adjusting inclusive programs as needed. Billingsley & McLeskey,; Burstein et al., 2004; Causton-Theoharis et al., 2011; Hoppey & McLeskey, 2013; McLeskey & Waldron, 2006; Ryndak et al., 2007).



Conceptual Framework

The conceptual framework of the study is anchored from two theories. The theory of administrative management of Fayol as presented by Akrani (2011) and the theory of instructional leadership by Hallinger (2011).

These two theories have been utilized and adopted in the conduct of the study to develop an instructional management model for school managers in supervising the implementation of the inclusive education program in the public schools of the National Capital Region.

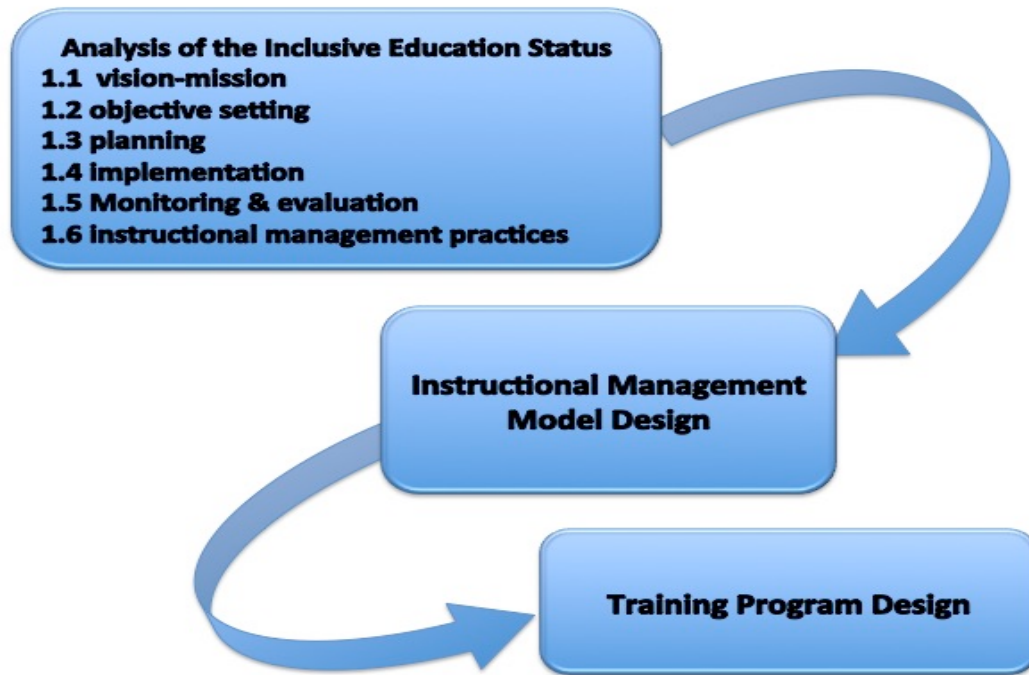
The study has three components (Figure 1.1) The first component is the analysis of the status of inclusive education. Its analysis is anchored on the theories of administrative management and instructional leadership. Akrani (2011) defines administrative management/school management as the process of getting things done through people. The importance of teachers in implementing the inclusive education program is given importance. According to Fayol as discussed by Akrani, the functions of school management spearheaded by the principal has the function in terms of planning, organizing, directing or commanding, coordinating and controlling which are the fundamental competencies to have a significant results, performance and productivity in the implementation of inclusive education program in their respective schools. Accordingly, the school manager requires these qualities and skills such as physical qualities, mental qualities, moral qualities, general education, special knowledge and work experience.



Another theory adopted for this study is the theory of instructional leadership by Hallinger (2011) which enhance the competencies of the school manager for instructional competencies to become more effective in implementing the inclusive program in the regular classroom setting. It would be focused to provide a context for developing one's competence in leading an inclusive education advocacy, a curriculum that is accessible to children on inclusion program for establishing, implementing and achieving academic standards of a living and learning together philosophy of inclusive education. The most important roles of instructional leadership have to become the curriculum and instructional supervisor, coach, mentor and instructional resource for the IE practitioners and staff. Research reflects the influential role that principals play in the implementation of inclusive schools (Irvine, Lupart, Loreman, & McGhie-Richmond, 2010; Worell, 2008). Hence, it is very vital that the school administrator must have adequate knowledge and background of educational leadership theories, principles and best practices adopted for school governance in managing people, financial resources, facilities and conducting evaluation to promote the basic services of the school such as quality instruction and other services relative to the needs of the stakeholders. The challenge is very clear that leaders need to develop competent human and manpower resources in preparation for the ASEAN Integration who can respond to the challenges of change complemented with the rapid change of technology in the global world.



Figure 1.1 The Conceptual Paradigm of the Study



The analysis of the vision-mission of inclusive education, its objectives, program orientation, planning, implementation, monitoring and instructional management practices determine the administrative management skills of principals and supervisors who are the implementers of inclusive education. Likewise, their knowledge, pedagogical skills, and attitudes, which are part of instructional management, are assessed in this component. The results of the analysis of the status of inclusive education became the basis for designing the instructional management model of inclusive education, which is the second component of the study. This model has five stages, namely, 1) training needs assessment,



2) setting goals and objectives, 3) planning, 4) implementation, and 5) monitoring and evaluation of the training program. The first stage is the training needs assessment wherein the only way to verify and validate the need, focus, scope and target group for a training program. The ultimate goal of a needs assessment is to determine the current and the desired performance. The difference or the gap between the two is the learning that must occur and the basis for a good training design. The second stage is setting the goals and objectives that keep the training program on track and help maximize outcomes. When planning for the accessibility training, the first thing to put in mind is to establish goals for what an instructional leaders want for their training participants to learn and achieve. Then break these goals down into specific objectives. Once you have objectives, it will be clear to you what content and information your training participants will need at each step to ultimately achieve the goal you have established for them. The goal of this stage of your planning is to ensure there are no surprises during the implementation phase of your training. Then followed by the preparation of a training plan, a detailed document that guides the planning and delivery of instruction. Whether training people one-on-one or in groups, in person or online, a well-developed training plan allows you to prepare for and deliver thorough and effective classes. Some key things to remember are that you want to be detailed, organized, and realistic. Lastly, monitoring and evaluation (M&E) wherein a process that helps improve performance and achieve results. Its goal is to improve current and future management of outputs, outcomes and impact. It is mainly used to assess the performance of projects, institutions and programs set up by governments, international



organizations, and non-government organizations. It establishes links between the past, present and future actions.

The third component is designing of training program for the instructional leaders, which focuses on status, rationale, legal mandates of inclusive education, and among others.

With the two theories adopted in this study, the researcher has gained a sufficient knowledge and a wide array of information, and direction in the realization of the research study to come up with the formulation of statement of the problem and hypothesis of the study.

Statement of Purpose

The study aimed to develop an instructional management model for inclusive education program in special education. Specifically, it sought to attain the following objectives:

1. Analyze the status of inclusive education as perceived by institutional leaders in terms of:
 - 1.1 adherence of the vision-mission of inclusive education; objective setting, program orientation, program planning, program implementation, program monitoring and instructional management practices used.
 - 1.2 knowledge, pedagogical skills and attitudes towards inclusive education
2. Design an instructional management program in inclusive education.



3. Develop a training program for instructional leaders
4. Validate the inclusive education training program by experts
5. Finalize the developed instructional management model and inclusive education training program.

Research Assumption

1. Principals as instructional leaders equipped with knowledge, skills and attitudes toward inclusive education will be a significant contributing factor in the successful implementation of the inclusive education program in their respective schools.
2. Principals as instructional leaders with great vision and passion will achieve the successful implementation of the inclusive education program.

Significance of the Study

As a result of educational reforms, the rights of students with special needs to be educated in the regular classroom are now strongly advocated. Yet, instructional leaders face their own challenges when trying to keep up with current best practices and a rapidly expanding knowledge base of inclusive education. Smith, D.D. and Tyler, N.C. (2011).

In moving ahead to abide the legal mandates and to remove barriers to participation and learning for all and embracing the inclusive education philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from school staff, students, parents and the community, the Department of Education designed a comprehensive inclusive program for children with special needs was organized.



Inciong (2010). It is in this circumstance that the researcher was motivated to conduct this research study. Hence, this study will be significant to the following:

School administrators may analyze the strengths and weaknesses of the implementation of inclusive education program in the public schools and as instructional leaders they may use the management program to improve and provide quality in the delivery of inclusive educational services to students with special needs.

Inclusive Education Practitioners to gain the updated knowledge, pedagogical skills and strengthen their attitudes towards inclusive education, thus they become well-equipped in implementing an inclusive program for students with special needs successfully.

Instructional Leaders may adopt and utilize the training program on inclusive education to boost and strengthen their commitment to be more self-motivated and to improve the inclusive education services in accordance with national and international standards.

Scope and Delimitation of the Study

This study is focused to analyze the status of inclusive education program as perceived by educational leaders in terms of knowledge, pedagogical skills and attitudes toward the implementation of inclusive education program in the public schools. This served as the basis for the designing an instructional management program and developing a training program for instructional leaders. It was limited to survey technique to achieve the objective of the study.



The respondents were the school principals and the study was limited to the usage of survey techniques to determine the status of the inclusive education program in the public schools at the National Capital Region.

Definitions of Terms

There is a need to define some terms for clarity and for better understanding of this study. Hence, the following terms are conceptually and operationally defined.

Inclusive Education. It refers to the educational program that responds to the individual needs of both children with and without disabilities in regular classrooms. It upholds the recognition of the need to work towards schools for all which include everybody, celebrate differences, and support learning.

Instructional Management Program. It refers to the activities that a principal prepares for the implementation of an inclusive education program in the public schools.

Training Program. It refers to an organized activity aimed at imparting information or instructions to improve the teachers' performance and guide them attain a required level of knowledge, skills and attitude toward inclusive education.

Special Education. It refers to the education to meet the unique needs of children who are gifted or talented and those who have physical, mental, social or sensory impairment and cultural differences so as to require modifications of the school curricula, programs and special services and physical facilities to develop them to their maximum capacity. (Berry, 2010).



School administrator. It refers to the person who manages a school's program like inclusive education program and whose role is to lead, mediate, and collaborate with teachers, parents, and community stakeholders to ensure student success (Gous, Eloff, & Moen, 2013).

Special Education Teacher. It refers to the teacher who handles a class of children with special needs or render special education services whether he/she is formally trained or trained through in-service training, seminars, workshops on the international, national, division or district level.

Receiving Teacher. It refers to the teacher who facilitates the development of appropriate interactions and social relations among children with or without disabilities in a regular classroom.



Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The success of the implementation of an inclusive education program depends upon how instructional managers/leaders manage the program effectively, efficiently and comprehensively.

Conceptual Literature

Inclusive education

According to de Boer (2012), “including students with special educational needs in regular education should maximize their academic and social development and ultimately lead to an inclusive society and positive attitudes towards persons with disabilities”. In the latter discussions, de Boer (2012) stressed the social dimension is vital in the implementation of inclusive education. Thus, it was suggested that the umbrella term “social participation” can be best used in describing the social dimension, since it refers to contacts between students with special educational needs and their peers, acceptance, friendships, and the self-perception these students have socially of themselves.

To become more responsive to the needs of all learners, a call for improving education systems is crucial. Consequently, this requires a way from a medical perspective that focuses on individual learners’ deficits towards a social perspective that addresses attitudinal and environmental barriers to learning and participation, acknowledging that



meeting learners' needs is a shared responsibility.

Inclusive education is a right-based approach to education, which embraces diverse learners and caters the needs, placing particular emphasis on the needs of children vulnerable to segregation and marginalization. Typically, the early use of the term was depicted by the belief that learners with disabilities should have access to quality education.

Instructional Supervision

Instructional supervision is the professional assistance to teachers in improving the quality of the learning process. According to Bernard and Goodyear (2004), supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. The relationship between the senior supervision with junior has evaluative characteristic, extending from time to time and have a simultaneous goal to improve the professional function of junior members, monitoring the quality of profession services offered.

Instructional supervision emphasizes the encouragement of teacher performance revisions in the learning process. Good supervision action, can improve the performance of teachers in learning. This is in line with the opinion of Spears (2013) in supervisory training that instructional supervision is “the process of bringing about improvement in instruction by working with people who are helping the pupils. It is a process of stimulating growth and a means of helping teachers to help themselves.” Instructional supervision always dynamic that follows the demands and challenges of education.



Dynamicization of Supervision

Dynamicization of supervision also influenced education policy including the applicable curriculum or other policies which evolve. Therefore, supervisors must also be dynamic. Glickman and Gordon (2009) remind supervisor requirements, namely: The first is a knowledge base. Second, there is an interpersonal skills base. Third, the supervisor must have technical skills in observing, planning, assessing, and evaluating instructional improvement. Knowledge, interpersonal skills, and technical competence are three complementary aspects of supervision as a developmental function. To achieve the aims of dynamic supervision, the supervisor must follow the development of dynamic service as unity of the system and systemic inter-related. Harvey and Struzziero, (2008)

Effective supervisors

Effective supervisors consider internal and external strengths and weaknesses and then alter the structure of supervision, professional development, and service delivery. The purpose of instructional supervision is related to the effort of the achievement of the applicable standards. As detailed by Zepeda (2012) at the heart of the standard-based reform, performance standards are guidelines for education and assessment of students.

Zepeda (2012) states that the standard of performance, based on the assessment of student performance using assessment methods other than standard tests used to demonstrate how students meet the learning objectives have been determined. Competent supervisor as required in Permendiknas (2007) is an important prerequisite to be possessed.



Glickman (2014) states knowledge, interpersonal and technical skills. Knowledge related to the dynamics of the school, development and maturity of teacher, as well as knowledge about supervision; skills related to continuum or set of behaviors of supervision, behaviors of collaboration, and the development of supervision; and technical skills related with the skills to plan and conduct assessments, the skills of observing and skills to do an evaluation.

Implementer of the Supervision

Implementers of the supervision are the people who have sufficient competence in the field will be supervised. A supervisor must meet academic and administration requirements as stipulated in the decree of Ministerial of Education Indonesia, (2007). In the implementation, learning supervision can be done by school supervisors, principals or senior teachers appointed. However, in this article, the intended supervisor is more focused or limited to the principal.

The above description shows the importance of instructional supervision in the process of achieving the quality of education in particular the successful implementation of inclusive education.. Similarly, the importance of supervisors to be abreast on the development get an adequate knowledge and technical skills, as stressed by Glickman. Based on the description above, the issues that will be answered in this research study is how the need of the principal about the development of instructional supervision model, and the components that need to be developed.

Through the years, educational shift towards inclusive education continues.



Conceptions, policies, and practices in inclusive education transform constantly to ensure quality education for children with disabilities in the entire countries. This educational shifting is shown in the following terms used in educating special children in the regular classroom setting:

Ø Inclusive education — means ensuring that all students are educated with their peers, have equitable access to learning and achievement, and are welcomed, valued, and supported in the public school system. Inclusive education promotes participation, friendship, and interaction DepEd (2006) Handbook on Inclusive Education.

Ø Integration — the strategy or process to achieve inclusion: placing students with special needs into regular classrooms and providing the required supports to enable these students to learn in classrooms with a same-age peer group. This does not mean they must have the same learning outcomes or goals, but they must have the same learning environment.

Ø Mainstreaming— a term used during the early period of moving away from segregated education. It refers to placing special needs students in regular classes with their typical peers this was replaced by the term integration.

Definitions of Inclusive Education

Winter and Raw (2010) in their article, cited Florian's definition of what inclusion is and it is defined as the only one which goes beyond the concept of normalization because it highlights involvement rather than common participation of special children with able learners in the regular classroom. Furthermore, this definition of inclusion includes the



opportunity for children with special needs to actively participate fully in attending school, possible opportunity to work and earn a living, be a consumer, enjoys recreational and leisure activities, attends community and family events that personify a person's undertakings every day.

In addition, Winter and Raw (2010) cited that inclusion means "full membership of an age-appropriate class in a school where special learners are working on the same class activities together with able learners who do not obviously look at the disability of their special classmates. Friendships are gained and established in and outside the school premises.

Loreman (2009) provides a synthesis of the features of inclusive education evident in a variety of sources situated firmly in this key features category as cited by Forlin, C., Chambers, D., Loreman, T., Deppeler, J. and Sharma U. (2013). These features include:

1. All children attend the nearest public schools in the residences where the zero-reject policy is applied for during enrolment and enrollees are taught in all public schools in the country. All learners are accepted and respected.
2. All children learn together in the regular - heterogeneous classrooms with same-age peers.
3. All children study the same educational program while its curriculum maybe modified, augmented and altered when necessary. Instructional system is varied and effective practices are used in teaching these learners.
4. All children participate actively to regular school and classroom learning



activities and events.

5. All children are advocated to make friends and attend social gatherings with their peers.

To support inclusion of children with special needs, sufficient resources and teachers/staff training are provided within the school and district.

Makoelle, T.M. (2014) has cited several authors such Mitler, Ainscow, Dyson, Goldrick and West which conceptualized the task of inclusion as identification and removal of barriers in the participation of special children in going to school to study in the regular classroom setting.

According to Slee (2011), the irregular school is neither a special nor a ‘regular’ school, but one which has been re-envisioned and restored with a view to eliminating barriers to inclusion in an anticipatory way. He states that “Reforming education is a diverse and difficult task that reaches into the deep structures of education and schooling to produce different policies, practices and cultures.” Slee, (2011).

To make inclusive education successful in its implementation in the public school there are ways to build it up: 1) by training more school administrators for effective leadership in the implementation of inclusive education. School leaders must be the first advocates of inclusion of CSN so that they can extend their support for their teachers and school personnel. Winter and O’Raw (2010).

The teachers must be empowered of execution of the program and be committed to educate all children with disabilities. Through intensive and continuous training they must



become highly skills IE practitioners (Florian, 2012). Teachers' beliefs and attitudes toward the inclusion of children can help in accepting them in their own classroom when they have a positive attitude thus advocating inclusive education program for CSN. They should imbibe the philosophy of inclusive education that when CSN are studying with their peers in the regular classroom, they can be motivated by their class to learn with them. This positive attitude contributes to the positive acceptance of CSN by the entire school as well as the community where these special children live. Jordan, Glenn & McGhie-Richmond, 2010; Sharma, 2012); (4) Teacher training must be updated following the recent trends of teaching children in the inclusive education program.

According to Pijl, 2010; Smith & Tyler (2011), in order to accomplish this goal, adequate teacher education must be provided, and teachers must take ownership over their own learning and seek out opportunities for professional growth; (5) In this study, the teacher's need or the IE practitioner's needs were surveyed and analyzed as to what areas are they weak so that an appropriate training program can be designed for them; (6) Family involvement is an important and essential element of making inclusive education a success.

According to Stivers, Francis Cropper and Straus (2008), partnership of home and the school is needed for active participation in the inclusion process. In an inclusive education learning, the children are learning on their own that is why having them learn together with the regular peers promote freedom to learn on their own. Messiou, 2012). The curriculum must be modified and customized for individual instruction of children in



the inclusion program, thus they are able to cope with the activities of a regular curriculum, creating a democratic atmosphere among children. Osberg and Biesta, 2010).

Legal Aspect of Inclusive Education

International Legislation

Education has been officially accepted as a human right since the approval of the Universal Declaration of Human Rights in 1948. This has been declared in the various human rights agreements which includes the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination to Education (1960), and the Convention of the Elimination of All Forms of Discrimination Against Women (1981). These principles constitute to the entitlement to free, compulsory primary education for all children; an obligation to develop secondary education, which is accessible to all children, along with the non-discriminatory access to higher education.

Not to mention the specific educational rights written in the United Nations Convention on the Rights of the Child (1989), Article 28 declares that “The right to education on the basis of equality of opportunity. This right needs to be realized through provision of compulsory and free primary education, available and accessible secondary education.” Article 29 further states that “Education needs to address the development of the child to his or her fullest potential and promote respect for human rights, the child’s own culture and the natural environment and to promote values of understanding, peace, tolerance, equality and friendship. In other words, education must not be limited to the



basic academic skills of writing, reading, mathematics and science.” The Convention fleshes out the understanding of the right to education in terms of universality, participation, respect and inclusion.

World Declaration on Education for All held at the Jomtien, Thailand in March 1990 reaffirms the notion of education as a fundamental human right and urges countries to intensify efforts to address the basic learning needs of all. It defined the targets and objectives to meet the basic learning needs such as expansion of early childhood education care and development activities; universal access to and completion of primary education; improvement in learning achievement; reductions of adult illiteracy rate; expansion of provisions of basic education and training in other essential skills required by youth and adult; and, education through channels including the mass media and other forms of modern traditional communication. However, the Jomtien EFA targets were not achieved by the year 2000.

After three years, UN Standards for the Equalization of Opportunities for Persons with Disabilities . UN (1993), with particular attention to Rule 6 enfold that the “States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of person with disabilities is an integral part of the educational system.”

This was followed by the Salamanca Statement and Framework For Action on Special Needs Education held at the Salamanca, Spain in June 7-10, 1994. In paragraph 1



of the Introduction, the reason for formulating the Framework pronounces that “Its purpose is to inform policy and guide action by governments, international organizations, national aid agencies, non-governmental organizations and other bodies in implementing the Salamanca Statement on Principles, Policy and Practice in Special Needs Education.” (UNESCO, 1994).

The World Education Forum held at the Jotmien, Thailand in April 26-28, 2000 adopted the UNESCO, (2002) Dakar framework for Action, Education for All: Meeting our Collective Commitments. In doing so, participants of the forum reaffirmed the vision of the World Declaration on Education for All adopted ten (10) years earlier in the World Declaration on Education for All, Thailand. UNESCO, (2000).

To close the achievement gap with accountability, flexibility, and choice, Public Law 107-110 entitled No Child Left Behind Act of 2001 was set forth on January 8, 2002. This act rippled positive after-effects not only to children with disabilities but also to teachers and school administrators since they were provided countless trainings on inclusion. The Philippines has a counterpart law entitled, “No Filipino Child is Left Behind Act of 2008”, an act ensuring the full realization of the constitutional rights of all citizens to quality education (Villar, 2008).

In September 2000, leaders of one hundred eighty nine countries met at the United Nations in New York and endorsed the Millennium Development Declaration, a commitment to work together to build a safer, more prosperous and equitable world. United Nation, (2015). The Declaration was translated into a roadmap setting out eight



time-bound and measureable goals to be reached by 2015, known as the Millennium Development Goals (MDGs), namely eradicate extreme poverty; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability; and lastly, develop a global partnership for development.

The Convention on the Rights of Persons with Disabilities and its Optional Protocol was adopted at the United Nations Headquarters in New York in December 13, 2006 and was opened for signature on March 30, 2007. It is the first human rights convention to be opened for signature by the regional integration organizations. The Convention entered into force on May 3, 2008. Article 24 reveals that “States Parties recognize the right of persons with disabilities to education. With the view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning.”

National Legislation

In the Philippines, footages of inclusive education can be trailed from numerous decrees which was started from the Republic Act No. 1179, An Act To Provide For The Promotion Of Vocational Rehabilitation Of The Blind And Other Handicapped Persons And Their Return To Civil Employment, approved on June 19, 1954. This legislation paved the way for the support of vocational training not only for the blind, but also for the children with disabilities.

An act to provide for the rehabilitation, self-development and self-reliance of



disabled persons and their integration into the mainstream of society was declared in the Republic Act No. 7277 known as Magna Carta for Disabled Person. The title was changed to Magna Carta for Person with Disability, as amended by Republic Act No. 9442 on April 30, 2007. Incentives and privileges, deliverance from public ridicule and vilification were added in the declaration.

Policies and Guidelines on Special Education were officially disseminated under DECS Order No. 26, s. 1997 “Institutionalization of SPED Programs in All Schools” which served as the bible of administrators, members of faculty and staff catering special education in the Philippines.

Reclassification of regular teacher and principal items to special education teacher and special school principal items was released in the field through DECS Order No. 5, s. 1998.

In 1999, a recommendation on the policy in providing equal access to education among all Filipino children, including learners with visual impairment by transcribing printing of books used by the regular pupils. It was approved and encrypted in the DECS Order No. 12, s. 1999.

In swerving to make a stand on the ratified legislatures and to break the walls of participation and education for all, Secretary Jesli A. Lapuz issued DepEd Order No. 72, s. 2009 entitled “Inclusive Education as Strategy for Increasing Participation Rate of Children”. It was inscribed in paragraph no. 6 that “Official at the division, region and central offices shall provide the needed training on inclusive education to administrators,



teachers, and other school staff; regular monitor the implementation of the program and provide the corresponding technical assistance needed and conduct evaluation to determine the effectiveness of the program and improve its implementation.” This Order was circulated to the Undersecretaries, Assistant Secretaries, Bureau Directors, Regional Directors, and Schools Division Superintendent of the Department of Education for compliance. And started a gradual shift in the Philippine educational system, especially on special education, from a self-contained education towards inclusive education. Hence, inclusive education can be understood as access to education, increase participation rate, learning process and outcomes across the curriculum of all learners with focus on the disadvantaged school population that includes the children with disabilities.

Inclusive Education for Children with Special Needs

The foundation of special education was set into place with several legislations such as the Education for All Handicapped Children Act where the guidelines for related services to children with special needs and their education in a least restricted environment is prescribed. It means that these children should be appropriately placed in classes where they study with the regular students. The Individuals with Disabilities Act (IDEA) was an act where special children’s rights are more protected and are assured of the services they need to be able to cope with regiments of regular schooling.

The various legislations enacted by the organization catering to the protection of special children has been the basis for inclusive education practices and the mandates of including special children in the regular classroom. (inclusionnet, 2005). These mandates



were mentioned in Chapter 1 where the history of the inclusion system was adopted by the Department of Education. The inclusion of special children with the regular students was met with excitement but with more apprehensions on the part of the regular teacher as they are mandated to accept these learners as their pupils. The aspects of full inclusion for special children created hesitations and anxieties among receiving as they feel they are not prepared with this new system of education. They considered that the regular classroom is not yet ready to accommodate special children as it is not equipped with the necessary materials and proper services. Zions & Callicott, (2002).

Advocates of inclusive education believed that learners, the special children and the regular students will benefit in learning and social skills. The regular students will have the opportunity to meet special children and they can do peer teaching with them. The classroom is a social community and usually children can easily acquaint with each other in social activities. As to the benefit gained by the special children, the regular classroom will be a place for more opportunity for social acceptance and friendships. (Salend & Duhaney, 1999). Evidences show that inclusive education placement for students in the higher grade level improve their chances to go to college and pursue a career of their own. The researcher knows a school where a child with dyslexia obtained a high school diploma and after graduation he went straight to the seminary to become a priest. He is now a parish priest in Malabon.

For the teachers of children in the inclusion program is also beneficial to teachers as there is diversity of talents, skills and behavior that they can observe in the classroom.



Differentiating instruction is an exciting way of teaching children with multiple characteristics. With this situation, the teacher can expand their skills and they become more effective and well prepared in teaching their classes. Carter, (1991). During PTA meetings, teachers' ability to confer with parents improved and collaboration with their colleagues is strengthen and enhanced. Mastropieri & Scruggs (2004).

The models of inclusion can be of greatly influenced among regular and special education as they work together in making plans on instructional strategies which are effective to all the learners in their classroom. Inclusive education is largely dependent on the IE practitioners because they are in-charge of the delivery of the program.

The Significance of Instructional Leaders' Perceptions of Inclusive Education

School principals and teachers are considered as the most influential and their role in the implementation of inclusive education is vital for its success in any school Haskell, (2000). From the difference researches examined in this study, it revealed that the teachers are the key to the success of inclusionary programs Subban, P. (2005). They are viewed as key player in the process of including students with special needs into regular classes (Stewart, 1983; Whiting & Young, 1995). Other studies acknowledge that inclusive education can only be successful if teachers are part of the team implementing the inclusive education process in institutions, schools and other agencies. Horne, 1983; Malone, Gallagher, & Long (2001).

According to the study of Subban, P. and Sharma, U. (2005), that inclusive education of CSN into regular classrooms has benefits to ponder with as the feelings of



tolerance and respect among all the learners within the inclusive setting. With this situation, the school principal and teachers expressed strongly their need for more information, knowledge and expertise in their endeavor to include CSN in their classrooms.

The promulgation of RA 9155 which is known as the Governance of Basic Education Act of 2001, states that “the school shall be the heart of the formal education system” and recognizing the school head or the principal shall be considered both as instructional leader and administrative manager. The school head is responsible for the administrative and instructional supervision of the school operations. The school-based management empowers principals to embark on organizing programs and projects which will improve instruction for learners. Daapong, J.M (2015). Pursuant to Section 14 , the role of the school head is identified where he/she shall have the authority, responsibility, accountability in managing the school operation such as setting the vision, mission, goals and objectives of the school; monitor, assess, supervise and evaluate the implementation of various curricula in basic education in both public and private schools/learning centers including early childhood education, special education and alternative learning system in the district or cluster ; and perform such other related functions as maybe assigned by proper authorities, Forbes (2013).

The Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013 under Rule III. Teacher qualifications, training and continuing professional development have emphasized the need for training of School Leadership. Superintendents, principals, subject area coordinators, and other instructional school leaders shall likewise



undergo workshops and training to enhance their skills on their roles as academic, administrative, and community leaders. DepEd (2013).

Sternberg (2017), has identified the capabilities of a 21st century school leader in the review of literature she conducted: The leader's ability to innovate, to be creative, to think outside the box, to collaborate both within the school and external industry bodies and the community to find opportunities for learning beyond the classroom; the leader's ability to inspire others to rethink, reimagine, relearn, regroup and reschedule aspects of teaching and learning design and overcome risk aversion and the leader's ability to affect change, to carry out the necessary organizational changes needed to influence culture, climate, system, policy, processes, environment, pedagogy and the network of collective thinking in education.

Research Literature

The significance of the school principals and teachers in the inclusive education system is shown in the researches conducted, which are discussed under general studies conducted below.

Instructional Leadership and Collaboration

School leaders like the principal play a significant role as they manage the implementation of school projects such as the inclusive education program. Irvine, et.al (2010) considered school principals as transformational leaders for they supervise the access to quality education of children with special needs and the climate of equality in



their schools. The principal as an instructional leader works closely with the general and special education teachers to collaborate on the most effective and successful ways to education students in the inclusion program. Collaboration according to Haager and Klinger (2005) is the significant element in maintaining an inclusive atmosphere in the school. Collaboration is needed to make the communication open among the school administration, staff, parents and the community as a whole to make inclusive education successful. Carpenter and Dyal (2007). The stakeholders of an inclusive education program when working together contribute to the smooth application of the philosophy of inclusion. The stakeholders include the general and special education teachers, school administrators, parents and advocates, related services providers, guidance counselors, school psychologists working as a team to provide comprehensive services to those children under inclusion in the regular classroom setting. Billingsley (2005).

In the study of Smith and Leonard (2005) where nine teachers and three principals were interviewed revealed that among the principals, general, and special educators have conflicting views toward inclusive education. The general educators believed that it is the duty of the special education teachers and they are responsible for teaching the students in their self-contained classrooms. It requires knowledge of the characteristics and effective teaching methods for the various groups of children with special needs and a support system to instruct those children in the different subject areas.

The study of Carpenter and Dyal (2007), Katz and Sugden (2013), Aydin, Sarier, & Uysal, 2013). were focused on the vital importance for collaboration among the general



and special education teachers and their principals needed for effective planning time, opportunity to prepare for instruction and applying accommodations and modifications to make teaching and learning meaningful to children with special needs learning with their regular peers. In this study, the principals are alerted to take a clear leadership role in implementing the changes that are associated with the consultative model of inclusion. The findings indicated that collaboration was one of the key components that made inclusion work in this case study. Principals are responsible for clearly identifying the expected roles of each staff member in the inclusion process. The attitudes of the principals toward inclusion was influential in providing the necessary leadership and support for inclusion. This is similar to the present study where a mixed-methods study where utilized by using surveys, interviews, and observations.

Another study considers the principal as organizational leaders because they initiate the organization of an inclusive education program in their schools. The principal motivates and inspires all individuals who will be involved in running the program. The study was anchored on the transformational leadership theory with the belief that leader has the ability to identify the changes that need to be implemented within an organization (Beauchamp, Barling, and Morton, 2011). Principals are the key organizational leaders in schools. Research has shown that the effects of intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence produce successful inclusive school environments (Beauchamp, Barling, & Morton, 2011; Navickaite, 2013).

Balyer (2012) conducted a study with the aim of developing school managers to



apply some modern trends of educational leadership and in doing so has identified influential problems such as creating the need for new trends in managing secondary schools to improve its performance. The results of the study showed that organizing training programs to the school managers was necessary for the application of these modern trends such inclusive education. Hence, the present study is also in need of a training program for school leaders.

The articles of Burns (1978) on transformational leadership has presented these characteristics of school instructional leaders: is a model of integrity and fairness; sets clear goals; has high expectations; encourages others; provides support and recognition; stirs the emotions of people; gets people to look beyond their self-interest and inspires people to reach for the improbable. The process of imbibing transformation leadership includes creating an inspiring vision of the future; motivating school staff to buy into and deliver the vision; managing delivery of the vision; building ever-stronger, trust-based relationship with the community and use these steps and tools to develop their transformational skills. With these characteristics, instructional leaders can promote and advocate the roles they must possess to make inclusive education a successful program in their respective schools and with the IE training program they can work on their own skills, and they can set aside time and space for personal development together with the implementors of inclusive education.

The activities involved in the exercise of school leadership were present in the Center of the Study of Teaching Policy (2001). It involved exercising leadership learning



for improvement strategy, redefining leadership and responsibilities by reconstructing or assuming redesigned leadership roles thru collective responsibility, using data, evidence and feedback as they generate access and use information that help them pinpoint learning needs, describe the operation of programs and assess performance of the school. They allocate resources that directly support the learning of students, teachers, and others and pay attention to developing resources such as human resources, the teaching staff and instructional support personnel who are in a position to serve the full range of students' learning needs. Likewise, instructional leaders develop a "leadership pipeline" strategy in the district for the growth of personnel through various stages of leadership careers and support for leader's professional learning through a mentoring program.

Gardner (2009) gave an overview of the principal as leader where all their work, showed a great deal about the role of the school principal, how they become an effective leader and tie it up to improve student achievement. The research showed the five key functions of a principal: shaping a vision of academic success for all students; creating a climate hospitable to education; cultivating leadership in others, improving instruction and managing people, data and processes to foster school improvement. Thus, the principal remains the central source of leadership in developing a professional community of teachers who guide one another in improving instruction and influencing the success of school educational program in particular inclusive education program.

Hall (2015) discussed the voices from the field: the principal's presence and supervision to improve teaching where remarkable responsibility to assume the role of



educational leadership involved active presence in the daily routines of school activities; the principal's supervision and evaluation of teachers is a valuable process for goal-setting and walk-through techniques that is very useful to improve instruction, increase student achievement and make a difference in the world. This world according to Hall is that "teachers deserve more than management, they need strong relationships, individual attention and consistent support".

Wallace Foundation, (2013) summarized its perspective about the school principal as a leader. It was mentioned that "Principals can no longer function simply as building managers tasked with adhering to district rules, carrying out regulations and avoiding mistakes." The report suggests, "They have to be (or become) leaders of learning who can develop a team delivering effective instruction." Effective principals create an environment that includes basics, such as safety and orderliness, as well as less-tangible qualities: a supportive, responsive attitude toward students and teachers feeling that they are part of a community of professionals focused on good instruction. High expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students.

Walter's (2001) study shed light on the relationship between school district policy, programs, and practices and the improvement of student learning. The studies focused primarily on districts that have shown improvement at the elementary level, and all the schools in the districts may not be high performing. An analysis of the studies identified 13



common themes, which have been clustered into four broad categories: Effective Leadership, Quality Teaching and Learning, Support for Systemwide Improvement, and Clear and Collaborative Relationships. The results showed that effective leadership that focuses on all students learning is at the core of improved school districts. Leadership is committed, persistent, proactive, and distributed through the system. Leaders in improved school districts are described as dynamic, united in purpose, involved, visible in schools, and interested in instruction. Leaders provide encouragement, recognition, and support for improving student learning. The ethical and moral nature of effective leadership is demonstrated when leaders move beyond talking about the belief that students can learn to taking concrete action to change instruction so students do learn.

Instructional leadership coordinates and aligns curriculum and assessment and ensures alignment with state and district learning standards. In addition, coordinated and embedded professional development is provided continually to prepare teachers to meet high expectations for their performance. Professional learning communities are developed and supported to build teacher knowledge and skills and to change instruction across the system. Improved districts provide, allocate, reallocate, and find resources to ensure quality instruction. Improved school districts develop and implement policies and strategies that promote equity and excellence, and they review and revise those policies and strategies to ensure coherence among programs and practices linked to district goals. Improved districts build a culture of commitment, collegiality, mutual respect, and stability. Professional norms include peer support, collaboration, trust, shared responsibility, and continuous



learning for the adults in the system. Districts support school communities of practice and also develop central offices as professional learning communities.

Worell (2008) presented an article that special education administrators must be prepared for their leadership roles in inclusive, culturally diverse, standards-based school settings. These challenges create the need for new skills, required for effective special education leaders in the 21st century. In this article, the authors examine the standards used to prepare special education administrators, and they offer new insights into the knowledge and skills needed to facilitate the inclusion of diverse students with disabilities in standards-based classrooms.

Principals' Attitudes Toward Inclusion

Several researches have been conducted about the roles and attitudes of school principal toward the inclusion of children with special needs in the regular classroom setting. Avissar, Reiter, and Leyser (2003) studied the role, vision and inclusive practices of Israeli principals. The results indicated that younger principals had more favorable views toward inclusion, whereas older and more experienced principals reported negative attitudes toward inclusion. Also, the principals perceived that the social skills of the participants improved but not their academic skills.

Sharma and Chow (2008) surveyed 130 primary school principals in Hong Kong to determine their attitudes toward the integration of students with disabilities into regular schools. The result showed that the principals who have the experience of working with



individuals with disabilities have more positive attitudes toward inclusion. The findings also revealed that principals who had previous experiences working with Principals who led schools with a smaller school enrollment had more positive attitudes toward inclusion. Interestingly, principals with less teaching experience had more positive attitudes toward inclusion of students with disabilities. The same results were revealed in the study of Irvine, Lupart, Loreman, and McGhie-Richmond (2010). The results indicated that the principals had a positive attitude toward inclusion. One key observation was that the principals who were interviewed identified inclusion more as an ideology and not as an actual placement of the students. The principals believed that all students should be treated equally and have an equal access to the curriculum, but not necessarily together in the general education classroom. This revealed that although the principals had positive attitudes toward inclusion, they were also open to other placement options for students with disabilities.

Ball and Green (2014) conducted a descriptive study in Tennessee to examine the perceptions of school leaders toward inclusion of students with disabilities. The results indicated that the principals had slightly negative attitudes toward the inclusion of students in the general education setting. Ball & Green indicated that the results affirmed the need for more pre-service training and experience with special education to increase the quality and practice of inclusion. Jimenez, Graf, and Rose (2007) stated that principals have one of the most important roles in helping schools to develop successful inclusion programs. It is theorized that school leadership establishes and affects school culture and teachers'



attitudes and thereby, has an important role in making inclusion a successful process, Villa & Thousand (2005).

Burstein, E. (2004) described a change model of a school to promote inclusive practices and the results showed the entire school districts moved toward inclusive education reporting the benefits of inclusive education for students with disabilities and educational practices of general and special educators. Moving towards inclusive education includes factors perceived as contributing to the change process, the configuration of services provided and issues related to sustaining inclusive efforts. Integration of specialized instruction for all students appeared as an important component of inclusive practices. The present study is an answer to this significant successful implementation of inclusive education through the training program designed for instructional leaders.

For inclusive education program to be successful, Coleman (2012) suggested to create a culture of high expectations, student motivation and instructional support in schools and classrooms. Accordingly, this can be done by supporting a nurturing environment where everyone feel secure about learning, and the goal of success for every student and where students are confident as they receive mentoring and encouragement to prepare for their futures. One of the programs is to be recognized with distinction status to develop and gain support for a school culture that promotes success for each student. To do this, the faculty has the flexibility to decide how to use the grading policy in the classroom. Eloff, et al (2003) studied about inclusive education in South Africa where the government enshrined in the Constitution the principle of education as a basic human rights



of students. It advocated the philosophy of inclusive education embracing the democratic values of equality and human rights and the recognition of diversity. Enhancing the recognition and acceptance of the basic rights of all South African children to be accommodated in inclusive school communities therefore remains a challenge.

Salend (2001) believed that “education is the cornerstone of responsible citizenship in most well-established democracies. School is the place that provides a community setting for children and youth by helping them develop their knowledge, by promoting citizenship and building social relationships. Hence, when a school is inclusive, communities become inclusive too. Educating children is not only a basic human right, but a vehicle for social inclusion and change”. The recent drive toward inclusive education is more than just about 'special educational needs'. It reflects changes in the social and political climate wherein a new approach characterizes thinking about differences. The main aim of inclusive education is to ensure that all students participate in the classrooms with their same-age peers and develop emotionally, socially, intellectually and physically to their fullest ability.

Spears (2013) described the power of the teacher leaders as they foster positive change in their schools. Distinct from school administrators, teacher leaders are professionals who remain in the classroom and use their specialized knowledge and skills to improve student achievement, influence others, and build organizational capacity. The present study, showed how IE practitioners can make a difference in the successful implementation of inclusive education in the school where IE program is being advocated



by the entire school community.

Roekel and Zepeda (2012) presented a policy paper on education in Education International where the voice of the education sector around the world represented by teachers and education employees at all levels of education from early childhood education to higher education. Inclusive education is a vital part of the policy making as real inclusive education is challenging and demands a pro-active stance on the part of public authorities, teachers and education employees, students, parents and civil society to include students from different backgrounds and with different learning and physical abilities in the same educational facility. The lack of qualified teachers and other education employees, for marginalized groups, problems of gender inequality, continuing use of child labor and a lack of attention to all levels of learning have been seen as one of the problems. With the present study where the school leaders will be trained in the implementation of inclusive education, this problem can be attended to properly. Pre-service and in-service teacher education and training is also central to equipping teachers with the knowledge and skills to provide appropriate services for students from different backgrounds, with different capabilities and orientations. Such teacher education and training and professional development should be fully funded by public authorities and targeted to help teachers embrace diversity and use it to enhance the learning experience, including through the use of new information and communication technologies in the classroom. Well-designed induction programs are important for the retention of new entrants in the profession and to enable them to perform effectively.



Whiting and Young (1995) in their study identify the attitudes and concerns of teachers toward the inclusion of students with disabilities in the general classroom. The findings indicate that teachers in Botswana have somewhat negative attitudes with some concern about inclusive education. Significant correlation was observed between attitudes and concerns ($r = .323$). The results also reveal that many regular teachers feel unprepared and fearful to work with learners with disabilities in regular classes and so display frustration, anger, and negative attitudes toward inclusive education because they believe that it could lead to lower academic standards.

Synthesis of Related Literature and Studies

Exploring the varied related literature and studies provided a substantial information and knowledge in designing an instructional management and training program for instructional managers in the National Capital Region.

Educational reforms have accorded the delivery of special education and inclusive education services to children with special needs. Legislations were enacted that ensure the rights of individuals with disabilities to quality and equitable free education and equal opportunity to study in the regular classroom with their nondisabled peers. (Universal Declaration of Human Rights in 1948, World Declaration on Education for All (1990) Equalization of Opportunities for Persons with Disabilities (1993); Salamanca Statement and Framework For Action on Special Needs Education (1994); Millennium Development Declaration (2000); Republic Act No. 7277 known as Magna Carta for Disabled Person. These laws are the foundation for inclusive education.



Worldwide, inclusive education has been advocated and pursued to provide equal access to quality education by all learners was the emphasis of researches conducted by Avissar, Reiter, and Leyser (2003); Sharma and Chow (2008) Irvine, Lupart, Loreman, and McGhie-Richmond (2010) and Ball and Green (2014).

Interesting researches have been conducted to examine the roles of school leaders and capabilities that they must possess to cope with the challenges of the 21st century's teaching and learning. The attitudes of school administrators together with general and special education teachers were also explored with regards to the implementation of inclusion. Sternberg (2017); Irvine, et.al (2010); Carpenter and Dyal (2007), Katz and Sugden (2013), Aydin, Sarier, & Uysal, 2013), (Beauchamp, Barling, and Morton, 2011).

Administrative support is needed for general and special educators to make inclusion programs successful; examining principals' attitudes could reveal how they feel about supporting inclusion programs (Carter & Hughes, 2005; Lohrman & Bambara, 2006; Smith & Leonard, 2005).

This research is grounded in the theory of administrative management of Fayol as presented by Akrani (2011) and Hallinger (2011) which identifies the influence and important role that school principals play in the implementation of an inclusive and supportive school environment. A review of the literature indicated that school principals' attitudes toward inclusion influenced the success of education students with disabilities in general education classrooms.



Chapter 3

METHODOLOGY

Introduction

This chapter presents the description of the research method used, research design, participants of the study, procedures, preparation and validation of the instruments used in data gathering, methods of data collection and the statistical treatment used for the data analysis.

Research Design

This study used the developmental descriptive type of research because it described the current inclusive education setting by means of gathering the existing data on the training needs of the school leaders as basis for designing an instructional management model to develop a training program for them. The purpose of the descriptive design method is to observe, describe and document the aspect of a situation as it naturally occurs (Polit and Hungler, 2000).

Respondents of the Study

The respondents of the study were one hundred school principals randomly selected from different schools in the National Capital Region who had been actively participating in the implementation of inclusive education in the region.



Table 3.1 presents the gender distribution of the instructional managers' respondents. This table shows that the majority or 91 percent of the instructional managers were female. Only 9 percent of the respondents were male.

Table 3.1 Sex Distribution of Instructional Managers

SEX	FREQUENCY	PERCENTAGE
Male	9	9
Female	91	91
TOTAL	100	100

In Table 3.2 the highest educational attainment of the respondents was shown. It reveals that majority or 40 percent of experts and 77 percent of instructional managers were MA Degree Graduate. The remaining experts' highest educational attainment were distributed to 30 percent for MA with Doctorate Units and the other 30 percent were Doctors in their field of specialization. For the instructional managers, 18 percent were MA with Doctorate Units and the remaining 5 percent were Doctorate degree holder. This table implies that the experts and instructional managers chosen to be part of this study were really qualified and authorities in the field of education with solid capabilities for the transfer of knowledge to children.

**Table 3.2 Educational Attainment of Experts and Instructional Managers' Respondents**

EDUCATIONAL ATTAINMENT	EXPERTS		INSTRUCTIONAL MANAGERS	
	<i>frequency</i>	<i>%</i>	<i>frequency</i>	<i>%</i>
Curriculum and Instruction: MA Graduate	4	40	77	77
Supervisor/Principal: MA with Doctorate Units in Administration	3	30	18	18
Educational Management: Doctorate Degree Holder	2	20	4	4
Measurement and Evaluation: Doctorate Degree Holder	1	10	1	1
Total	10	100	100	100

The number of years in services working and teaching in government schools of experts and instructional managers is shown in Table 3.3. This table reveals that in terms of teaching and other related experiences, the majority or 40 percent of experts and 66 percent of instructional managers have 0 – 20 years in service, followed by the 30 percent more experienced experts with 21-30 years of practice of profession, 19 percent of the instructional managers have 41 and above years in the academe. And, the remaining were distributed to 20 percent 31-40 years, 10 percent 41 and above years for experts; while for instructional managers, 11 percent for 21-30 years and 31-40 years in academic services. This indicates that the majority of experts and instructional managers have still a long way to go in the profession of teaching and sharing of knowledge, and that they are still young, very energetic to face the challenges of fast changing environment of learning.



Table 3.3 Number of Years in Service of Experts and Instructional Managers' Respondents

YEARS IN SERVICE	EXPERTS		INSTRUCTIONAL MANAGERS	
	<i>frequency</i>	%	<i>frequency</i>	%
0-20	4	40	66	66
21-30	3	30	11	11
31-40	2	20	4	4
41 and above	1	10	19	19
Total	10	100	100	100

Research Instruments Used

A. The Survey Questionnaires

The purpose of the survey questionnaire was to elicit information about the status of the inclusive education in the National Capital Region. The questionnaires were designed for the school heads of the region. It was a self-created survey questionnaires developed for the experts and the respondents of the study. The indicators for the different areas namely vision and mission, objectives, types of exceptionalities, inclusive education programs, knowledge on inclusive education, program monitoring and supervision taken from the Handbook on Inclusive Education, DepEd (2000) were used as the bases for analyzing the current status of inclusive education in the region.

The questionnaires were developed through the following process: preliminary survey, item-writing and consultation with experts. The questionnaires were analyzed in terms of its content, usefulness, specific and the length of the questions, respondent's awareness of the information asked to ascertain that it will address the content to gather for



this study (Trochim, 2006).

The questionnaire has undergone the process of validity and reliability to test the suitability to the study. It was evaluated and validated by experts including the advisers of the researcher who are known in the fields of educational management, curriculum, instruction, supervision, and evaluation.

Data Gathering Procedure

The researcher took the following activities to obtain the data in the study:

1. Composed a cover letter addressed to the Regional Director of the National Capital Region requesting permission for the administration of the questionnaires to the respondents of the study; then a letter to the participants requesting for their active participation in the study; they were copy furnished with the written approval of the Regional Director.
2. Upon approval of the letters of request, she scheduled the distribution, administration and retrieval of the questionnaires. The questionnaires were personally and/or online distribution was done.
3. The researcher recorded, tabulated, computed, analysed and interpreted the consolidated data with the help of the statistician.



Ethical Considerations

The ethical guidelines with regards to the request for permission of the respondents in this research were followed as the letters of request, consent process and data collection. The participants of the study were given a consent form and requested their involving in the study with the permission granted by the school superintendent of NCR. They had the freedom not to answer questions that they did not wish to answer.

With regard to the data collection, all of the results were anonymous; participants provided no information that would identify them. Study results were reported summatively and not the individual level. Data were secured in a password protected file.

Statistical Treatment of Data

The quantitative part of this study was analyzed using analytical tools in statistics such as: frequency distribution, percentages, weighted mean, rank, and standard deviation.

The formula are as follows:

1. **Frequency distribution (f)** – used to count the responses of the teacher respondents.
2. **Percentages (%)** – used to identify the differences of counts of respondents per group.

$$\% = \frac{f}{N} \times 100 \text{ where, \% - percent; } f - \text{frequency; } N - \text{number of cases}$$

3. **Weighted Mean** – used to determine the weighted averages of each variable. In addition, weighted mean is also used in this study to measure the general



response of the evaluators in the documents analysis and validation of the first draft of the checklist on how they rate the necessity of the teacher's training tool kit in inclusive education.

$$\bar{x}_w = \frac{\sum w_i x_i}{\sum w_i} \quad \text{where } \bar{X}_w = \text{Weighted item}$$

w_i = weight of i th item X
 X_i = value of the i th item X

4. **Rank** – used to determine the position of the variable in ascending order.
5. **Standard deviation** – used to measure on how spread out the number responses of teachers.

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}} \quad \text{where: } x = \text{represents each value in the population}$$

$\bar{x}$ = is the mean value of the sample
 $\sum$ = summation or total
 n = number of sample

Likert scale was used in assessing the status of instructional leaders on inclusive education for special children in designing the training program. The use of scale differs in meaning according to the needs in evaluation of the structures questionnaire and the instructional management model and its training program. The data can be seen in the next part of the paper.

The 4-point scale was used to interpret the values assigned by the expert in evaluating the status of inclusive education.



Table 3.4 4 – Point Scale to Interpret Rating of Experts

Range	Verbal Interpretation
3.51-4.00	Very Much Suitable (VMS)
2.51-3.50	Very Suitable (VS)
1.51--2.50	Suitable (S)
1.00-1.50	Suitable (NS)

The 4-point scale was used to interpret the value assigned by the respondents in evaluating the current status of inclusive education using the Checklist on the document analysis of the implementation of inclusive education.

Table 3.5 4 – Point Scale to Interpret Rating of Instructional Managers

Range	Verbal Interpretation
3.51-4.00	Strongly Agree (SA)
2.51-3.50	Agree (A)
1.51--2.50	Disagree (DA)
1.00- 1.50	Strongly Disagree (SD)

The 4-point scale was used to interpret the value assigned by the expert in evaluating the current status of inclusive education using the Checklist on the document analysis of the implementation of inclusive education.



Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data gathered to achieve the purpose of the study.

Objective 1. Analyze the status of inclusive education in terms of its:

1.1. Vision and mission: adherence to the vision and mission of special education program; setting of objectives of IE; knowledge on inclusive education; pedagogical skills, attitudes, monitoring system and supervision of inclusive education

Table 4.1 shows the assessment of experts and instructional managers on the adherence and practice of vision and mission of special and inclusive education. The vision for children with special needs was evaluated by experts as Very Much Suitable and strengthened by the Strong Agreement result of assessment of the instructional managers. Also, the mission of Special Education (SPED) was assessed by experts as Very Much Suitable and reinforced by the Strong Agreement result of evaluation of the instructional managers. Overall, the average assessment of experts and instructional managers indicates highest insight level on the vision and mission of SPED



Table 4.1 Weighted Mean Results and Interpretation of the Assessment on the Adherence and Practice of Vision and Mission of Special Education

VISION AND MISSION STATEMENTS FOR CHILDREN WITH SPECIAL NEEDS	EXPERTS		INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1.1. Vision for Children with Special Needs: By 21st century, it is envisioned that he/she could be adequately provided with basic education. and he/she is God-loving and proud of being a Filipino	3.90	VMS	3.96	SA
1.2. It is also envisioned that the child with special needs will get full parental and community support for his/her education without discrimination of any kind	3.80	VMS	4.00	SA
1.3. Mission of SPED: Education should fully realize his full potentials for development and productivity as well as being capable of self- expression of his rights in the society, he is God loving and proud to be a Filipino	3.90	VMS	4.00	SA
1.4. Aims of Special Education Promote access, equity and participation of children with special needs education in the mainstream of basic education. Improve the quality, relevance and efficiency of special education in schools and communities. Sustain SPED programs and services in the country.	4.00	VMS	4.00	SA
AVERAGE	3.90	VMS	3.99	SA

The assessment of experts and instructional managers on the adherence and practice of vision and mission of Inclusive Education was presented in Table 4.1. This reveals that the experts' evaluation was all Very Much Suitable on the vision and mission of Inclusive Education with a rating of 3.80, 3.90 and a perfect 4.00. All these evaluations were concretized by the assessment of Instructional Managers that they Strongly Adhere to all the statements in the vision and mission of Inclusive Education. With the ratings of 3.80 as the lowest and a lot of 4.00 marks indicated that the assessments of both experts and instructional managers were made congruent to each other.



Table 4.2 Weighted Mean Results and Interpretation of the Assessment on the Adherence and Practice of the Vision and Mission of Inclusive Education

VISION AND MISSION OF INCLUSIVE EDUCATION	EXPERTS		INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1.1. The fundamental principle of inclusive education is that all children should learn together whenever possible, regardless of any difficulties and difference they may have. (Salamanca Statement on Principles, Policy and Guidelines of Special Education)	4.00	VMS	3.94	SA
1.2. The State shall promote the right of every individual to relevant quality education regardless of sex, age, breed, socio-economic status, physical and mental condition, social or ethnic origin, political and other affiliation.	3.90	VMS	4.00	SA
1.3. The State must promote and maintain equality access to education as well as the enjoyment of benefits of education by all its citizens. (BP Blg. 232)	3.90	VMS	4.00	SA
1.4. The basic concept of inclusive education is that students with disabilities and students in the regular classroom setting should be learning together so that those with special needs will receive instruction in the general education curriculum following the different models of inclusive education together with other related services appropriate for these special learners.	3.90	VMS	4.00	SA
1.5. Self-advocates for the total change and improvement of inclusive education for children with special needs	3.80	VMS	3.96	SA
1.6. Mobilizes the community resources: human; technical; environmental; and facilities to achieve and sustain the implementation of inclusive education	3.90	VMS	3.90	SA
1.7. Promotes barrier free school's environment (Accessibility)	3.90	VMS	4.00	SA
AVERAGE	3.90	VMS	3.97	SA

Based on Table 4.2 that shows the assessment of instructional managers on the setting of objectives of Inclusive Education, two criteria got perfect 4.00 rating which state that objectives are based in the principles of inclusive education, and that promotes awareness and supply programs in inclusive education. Rated 3.80 was the criteria that special children areas given an equal opportunity to live and learn together in the regular classroom, and the lower rate of 3.64 which state that participates in decision making and become co-contributor in the implementation of inclusive education program. On the overall, the setting of objectives of inclusive education got a strong agreement assessment from Instructional Managers.



Table 4.3 Weighted Mean Results and Interpretation of the Assessment of Instructional Managers on the Setting of Objectives of Inclusive Education

SETTING OF OBJECTIVES	INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION
1.1 Objectives are based in the principles of Inclusive Education	4.00	SA
1.2. Promotes awareness and apply programs in Inclusive Education	4.00	SA
1.3. Special Children areas given an equal opportunity to live and learn together in the regular classroom	3.80	SA
1.4. Participates in decision making and become co- contributor in the implementation of inclusive education program	3.64	SA
AVERAGE	3.86	SA

Table 4.3 presents the assessment of experts and instructional managers on the achievability of the objectives of Inclusive Education. This discloses that the discussion of merits, acceptance, organization and identification of areas of inclusive education rated by the experts as Very Much Suitable with marks of 3.90, 3.90, 4.0 and 3.90 respectively. On the part of the instructional managers' evaluation, all the criteria such as: the discussion of merits, acceptance, organization and identification of areas of inclusive education acquired a Strongly Agree merit ratings of 4.00, 3.94, 4.00 and 3.96 respectively. This reveals that experts and instructional managers both expressed high ratings on the achievability of objectives of Inclusive Education and the average rating speaks that on the overall it was achievable.



Table 4.4 Weighted Mean Results and Interpretation of the Assessment on the Achievability of Objectives of Inclusive Education

OBJECTIVES ARE ACHIEVABLE	EXPERTS		INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
2.1. Discussion of the merits of inclusive education program with the key leaders of the school, faculty and administrators of IE	3.90	VMS	4.00	SA
2.2. Acceptance of the instructional leaders and faculty of the Inclusive Education Program and the responsibilities that go with it.	3.90	VMS	3.94	SA
2.3. Organization of the Inclusive Education Committee which is multi-sectoral composed of instructional leaders, school's staff/personnel, teachers, and parents of children with special needs	4.00	VMS	4.00	SA
2.4. Identification of the areas where the IE program can be developed and a mechanism for selecting the IE practitioners are set up	3.90	VMS	3.96	SA
AVERAGE	3.93	VMS	3.98	SA

The assessment of experts and instructional managers on the legality of the objectives of Inclusive Education presents in Table 4.4. All the cited legal references on inclusive education such as: Child and Welfare Code, Magna Carta for Disabled Persons, Education Act of 1982, Enhance Mobility of Disabled Persons Act, Salamanca Statement and Framework For Action on Special Needs Education, United Nations Convention on the Rights of the Child, World Declaration on Education for All, and Dakar Framework for Action were assessed by experts and instructional managers with a perfect of rating of 4.00. The highly rated evaluation of experts' Very Much Suitable and instructional managers' Strongly Agreement only indicated that the set objectives of inclusive education were all anchored on legal bases both national and international laws.



Table 4.5 Weighted Mean Results and Interpretation of the Assessment on the Legality of Objectives on Inclusive Education

LEGAL BASES	EXPERTS		INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
3.1. Section 11 Child and Welfare Code was proclaimed under Presidential Decree No. 603	4.00	VMS	4.00	SA
3.2. Republic Act No. 7277 Magna Carta for Disabled Persons	4.00	VMS	4.00	SA
3.3. Batas PambansaBlg. 232, otherwise known as "Education Act of 1982"	4.00	VMS	4.00	SA
3.4. Batas PambansaBlg. 344 entitled "An Act to Enhance the Mobility of Disabled Persons	4.00	VMS	4.00	SA
3.5. Salamanca Statement and Framework For Action on Special Needs Education	4.00	VMS	4.00	SA
3.6. United Nations Convention on the Rights of the Child	4.00	VMS	4.00	SA
3.7. World Declaration on Education for All	4.00	VMS	4.00	SA
3.8. Dakar Framework for Action	4.00	VMS	4.00	SA
AVERAGE	4.00	VMS	4.00	SA

Table 4.5 shows the assessment of experts and instructional managers on the measurability of the objectives of Inclusive Education. The experts rated measurability criteria such as: 3.90 for increased enrolment; 3.80 for equal opportunity/participation; 3.80 for self-advocate existence and development; 3.80 for achieved and sustained activities; 3.90 for accessibility; and 3.90 for improved material development. All these ratings of experts reveal Very Much Suitable assessment on measurability of objectives of inclusive education.

While, the instructional managers' evaluation shows little lower ratings based on scoring bracket. The criteria such as: increased enrolment, equal opportunity/participation, self-advocate existence and development, and improved material development were rated below 3.51 that indicates Agree inferior than the Strongly Agree rating. Although, the other two criteria on achieved and sustained activities and accessibility rated as Strongly



Agree with points 3.58 and 3.64 respectively, this does give more weight to stretch up the overall average of instructional managers' rating.

In this table, the assessment of experts and instructional managers reveals discrepancy, it does show high rating on the average comparable to each other's evaluations. On the overall, per experts' view the objectives for inclusive education was measurable but the instructional managers' view showed a slightly lesser measurability to the desired highly measurable ratings.

Table 4.6 Weighted Mean Results and Interpretation of the Assessment on the Measurability of Objectives on Inclusive Education

OBJECTIVES MEASURABILITY CRITERIA	EXPERTS		INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
4.1. Inclusive education – increased enrolment of children with disabilities in all public and private elementary, secondary schools.	3.90	VMS	3.50	A
4.2. Equal opportunity/participation for children with special needs in school activities	3.80	VMS	3.12	A
4.3. Self-advocate- existence and development of Parent Organization in the school that will advocate for change that a group that can speak on behalf of its own sector.	3.80	VMS	3.14	A
4.4. Achieved and sustained activities programs and projects in health, education of children with special needs	3.80	VMS	3.58	SA
4.5. Accessibility- the community became barrier FREE, they complied with the Accessibility Law and all physical technology, communication and change in attitudes towards children with special needs	3.90	VMS	3.64	SA
4.6. Improved material development, improve attitudes of teachers, parents and administrators and emotional well-being of special children in the inclusion program	3.90	VMS	3.16	A
AVERAGE	3.85	VMS	3.36	A

The assessment of experts and instructional managers on the specificity of the objectives on inclusive education is shown in Table 4.6. All the criteria on specificity of objectives such as: promotes inclusive education, recognize persons with disabilities



(PWDs), self-advocate for total change and improvement PWDs, mobilize community resources, and accessibility were rated 3.90. Experts' evaluation reveals a high mark that indicated Very Much Suitable set of objectives of inclusive education and that they were specific objectives.

On the view of instructional managers, the rating showed that 3.96 for promotes inclusive education; 2.98 for recognize PWDs; 3.84 for self-advocate for total change and improvement PWDs; 3.22 for mobilize community resources; and 3.82 for accessibility. Two of this five criteria (recognized PWDs and mobilize community resources rated only Agree) were rated little lesser than Strongly Agree bracket but the weight does not pull down the overall average as it still showed a Strong Agreement of instructional managers that the objectives were specific.

Table 4.7 Weighted Mean Results and Interpretation of the Assessment on the Specificity of Objectives on Inclusive Education

OBJECTIVES SPECIFICITY CRITERIA	EXPERTS		INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
5.1. Promotes Inclusive Education regardless of cultural affiliation, religion, gender, disabilities.	3.90	VMS	3.96	SA
5.2. Recognizes PWDs according to his strengths and given an equal opportunity participate in decision making and become co-contributor in the community development.	3.90	VMS	2.98	A
5.3. Self-advocates for the total change and improvement of PWDs life in the aspect of health, education, employment, and social/ community participation.	3.90	VMS	3.84	SA
5.4. Mobilizes the community resources: human; technical; environmental; and facilities to achieve and sustain the identified needs of PWDs.	3.90	VMS	3.22	A
5.5. Promotes barrier free community (Accessibility)	3.90	VMS	3.82	SA
AVERAGE	3.90	VMS	3.56	SA



Table 4.8 presents the assessment of experts and instructional managers on the relevance of the objectives of inclusive education. All the set criteria on the relevance of the objectives of inclusive education such that: facilitates process where children with special needs can access regular curriculum and teachers can empower themselves in implementing the IE program; implementation builds on the resources, structures and abilities of the stakeholders to promote the potential of every child with special needs; values social justice and raises the consciousness of the community; and promotes good governance were evaluated with a rating of 3.90. The overall experts' view reveals Very Much Suitable objectives and relevant/pertinent to the requirements of inclusive education implementation.

The instructional managers rated the criteria such as: 3.90 for facilitating process where children with special needs can access regular curriculum and teachers can empower themselves in implementing the IE program; 3.76 for the implementation buildings on the resources, structures and abilities of the stakeholders to promote the potential of every child with special needs; 3.22 for valuing social justice and raising the consciousness of the community; and 3.94 for promoting good governance. The criterion on valuing social justice and raising the consciousness of the community was rated only Agree but it does not stretch down the overall average of the table. On the overall, the instructional managers viewed Strong Agreement on the relevance/pertinence of the objectives of inclusive education.



Table 4.8 Weighted Mean Results and Interpretation of the Assessment on the Relevance of Objectives of Inclusive Education

OBJECTIVES SPECIFICITY CRITERIA	EXPERTS		INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
6.1. Inclusive Education facilitates process where children with special needs can access regular curriculum and teachers can empower themselves in implementing the IE program.	3.90	VMS	3.90	SA
6.2. Inclusive education implementation builds on the resources, structures and abilities of the stakeholders to promote the potential of every child with special needs	3.90	VMS	3.76	SA
6.3. Inclusive Education values social justice and raises the consciousness of the community	3.90	VMS	3.22	A
6.4. Inclusive education promotes good governance	3.90	VMS	3.94	SA
AVERAGE	3.90	VMS	3.71	SA

An assessment of experts and instructional managers on the awareness brought by Inclusive Education on types of exceptionalities is shown in Table 4.9. The experts' evaluation reveals that Intellectual Disability, Autism, Hearing Impairments, Visual Impairment /Multiple Disabilities with Visual Impairment (MDVI), Down Syndrome, Learning Disability, Giftedness and talent, Emotional and behavior disorder, Special health problem, and Speech impairment were all rated 3.90. On the overall, the experts viewed the awareness made by inclusive education to types of exceptionalities as Very Much Suitable.

The instructional managers also evaluated all the criteria such as: Intellectual Disability, Autism, Hearing Impairments, Visual Impairment /Multiple Disabilities with Visual Impairment (MDVI), Down Syndrome, Learning Disability, Giftedness and talent, Emotional and behavior disorder, Special health problem, and Speech impairment with high marks ranging from 3.62 to 3.98. These ratings on the overall proves that the awareness brought by Inclusive Education to types of exceptionalities were Strongly Agreed by them.



Table 4.9 Weighted Mean Results and Interpretation of the Assessment on the Awareness Brought About by Inclusive Education to Types of Exceptionalities

TYPES OF EXCEPTIONALITIES	EXPERTS		INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
7.1. Intellectual Disability	3.90	VMS	3.88	SA
7.2. Autism	3.90	VMS	3.90	SA
7.3. Hearing Impairments	3.90	VMS	3.94	SA
7.4. Visual Impairment /Multiple Disabilities with Visual Impairment (MDVI)	3.90	VMS	3.96	SA
7.5. Down Syndrome	3.90	VMS	3.94	SA
7.6. Learning Disability	3.90	VMS	3.90	SA
7.7. Giftedness and talent	3.90	VMS	3.86	SA
7.8. Emotional and behavior disorder	3.90	VMS	3.62	SA
7.9. Special health problem	3.90	VMS	3.68	SA
7.10. Speech impairment	3.90	VMS	3.98	SA
AVERAGE	3.90	VMS	3.87	SA

On the assessment of experts and instructional managers of Educational Program for children with special needs, Table 4.10 shows that on the overall a Very Much Suitable and Strongly Agree ratings were sought. Experts rated the criteria as 4.00 for Inclusive Education Program; 4.00 for Early Intervention Program; 3.80 for Kindergarten to 12 Program; 4.00 for Mainstreamed Program Gr.1-6; 4.00 for Multiple Disability with Visual Impairment Program; and 4.00 for ALS/Non-formal Education for children with special needs. While, instructional managers rated the criteria as 3.86 for Inclusive Education Program; 3.80 for Early Intervention Program; 3.78 for Kindergarten to 12 Program; 3.96 for Mainstreamed Program Gr.1-6; 3.90 for Multiple Disability with Visual Impairment Program; and 4.00 for ALS/Non-formal Education for children with special needs.

This only reveals that all educational programs intended for children with special



needs were given with utmost attention and importance by Department of Education as implemented in schools.

Table 4.10 Weighted Mean Results and Interpretation of the Assessment on the Implementation of Educational Programs for Children with Special Needs

EDUCATIONAL PROGRAMS	EXPERTS		INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
8.1. Inclusive Education Program	4.00	VMS	3.86	SA
8.2. Early Intervention Program	4.00	VMS	3.80	SA
8.3. Kindergarten to 12 Program	3.80	VMS	3.78	SA
8.4. Mainstreamed Program Gr.1-6	4.00	VMS	3.96	SA
8.5. Multiple Disability with Visual Impairment Program	4.00	VMS	3.90	SA
8.6. ALS/Non-formal Education for children with special needs	4.00	VMS	4.00	SA
AVERAGE	3.97	VMS	3.88	SA

1.2 knowledge of instructional managers on inclusive education

The assessment of experts and instructional managers on the knowledge of inclusive education is presented in Table 4.10 The experts evaluated the criteria on knowledge about inclusive education as perfect 4.00 rating for living and learning together of both the regular children and special children in the regular classroom setting; 3.80 for adapting to the needs of special children in terms of their cognitive, emotional and academic skills ability; 3.90 for adapting best practices to create a conducive learning environment; 3.90 for accepting the different needs of all children irrespective of their age; 3.90 recognizing the different needs of all children irrespective of their language; 3.90 for recognizing the different needs of all children irrespective of their disability; 3.80 for collaborating with



professional service providers; 3.80 for involving parents in the decision making process concerning how to handle their children; 3.90 for the right of children with special needs for equal opportunities and quality education; 3.80 for flexibility of curriculum to suit the needs of CSN; and 3.90 for upgrading supervisory support to IE practioners. On the overall, the knowledge about inclusive education as rated by experts were Very Much Suitable.

Also, the instructional managers gave high marks on all the criteria ranging from 3.82 to 3.98 such as living and learning together of both the regular children and special children in the regular classroom setting; adapting to the needs of special children in terms of their cognitive, emotional and academic skills ability; adapting best practices to create a conducive learning environment; accepting the different needs of all children irrespective of their age; recognizing the different needs of all children irrespective of their language; recognizing the different needs of all children irrespective of their disability; collaborating with professional service providers; involving parents in the decision making process concerning how to handle their children; the right of children with special needs for equal opportunities and quality education; flexibility of curriculum to suit the needs of CSN; and upgrading supervisory support to IE practioners. This indicated that on the overall, a high strongly agree assessment was attained on the knowledge about inclusive education.



Table 4.11 Weighted Mean Results and Interpretation of the Assessment on the Knowledge of Instructional Leaders About Inclusive Education

KNOWLEDGE ABOUT INCLUSIVE EDUCATION	EXPERTS		INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1.1. Is the living and learning together of both the regular children and special children in the regular classroom setting.	4.00	VMS	3.88	SA
1.2. Is adapting to the needs of special children in terms of their cognitive, emotional and academic skills ability	3.80	VMS	3.94	SA
1.3. Is adapting best practices to create a conducive learning environment	3.90	VMS	3.90	SA
1.4. Is accepting the different needs of all children irrespective of their age	3.90	VMS	3.86	SA
1.5. Is recognizing the different needs of all children irrespective of their language.	3.90	VMS	3.92	SA
1.6. Is recognizing the different needs of all children irrespective of their disability	3.90	VMS	3.84	SA
1.7. Is collaborating with professional service providers.	3.80	VMS	3.90	SA
1.8. Is involving parents in the decision making process concerning how to handle their children	3.80	VMS	3.82	SA
1.9. Is the right of children with special needs for equal opportunities and quality education	3.90	VMS	3.98	SA
1.10. Is a flexible curriculum to suit the needs of CSN	3.80	VMS	3.96	SA
1.11. Is upgrading supervisory support to IE practioners	3.90	VMS	3.92	SA
AVERAGE	3.87	VMS	3.90	SA



1.3 Pedagogical skills of instructional leaders on inclusive education

Table 4.12 Weighted Mean and Standard Deviation of the Level of Teaching Skills of Instructional Leaders

BASIC COMPETENCIES	WEIGHTED MEAN	STANDARD DEVIATION
1. Writes lesson plans with activities based on the present performance of the child. Select appropriate subject matter to teacher, integrate ICT, modify curriculum goals to fit the needs of the child.	1.0100	.10000
2. Effectively communicates with the learners using different types of media communication inside and outside the classroom.	1.0100	.33318
3. Utilize appropriate teaching strategies and the steps for writing instructional plans and apply behavior modification to manage challenging behavior of CSN in every learning environment of the child.	1.1100	.31447
4. Encourage the performance of the CSN in terms of academic achievement in all learning areas by engaging them in varied settings activities.	2.0000	.00000
5. Adopts instructional methods to develop critical thinking, problem solving skills integrating curriculum standards for effective acquisition of learning.	1.0800	.27266
6. Incorporate ICT and adopt teaching programs and other social media materials for preparing activities to enhance learning effectively	1.7800	.41633
AVERAGE	1.33	0.24

Table 4.12 shows the level of teaching skills of participants in inclusion according to their teaching skills. Among the six teaching strategies, five were rated lower than 2.0 which means somewhat appropriate evaluation from the respondents. Such as: adopts instructional methods to develop critical thinking, problem solving skills integrating curriculum standards for effective acquisition of learning; Incorporate ICT and adopt teaching programs and other social media materials for preparing activities to enhance learning effectively; Writes lesson plans with activities based on the present performance of the child. Select appropriate subject matter to teacher, integrate ICT, modify curriculum goals to fit the needs of the child; Utilize appropriate teaching strategies and the steps for writing instructional plans and apply behavior modification to manage challenging behavior of CSN in every learning environment of the child.



The skill to encourage the performance of the CSN in terms of academic achievement in all learning areas by engaging them in varied settings activities got 2.0 weighted mean and found to be highly needed by the participants.

1.4 Attitudes of Instructional leaders towards inclusive education

Table 4.13 **Weighted Mean and Standard Deviation of the Level of Attitudes of Instructional Leaders**

Basic Competencies	Weighted Mean	Standard Deviation
1. I advocate and believe in the philosophy of inclusion	1.9200	.80000
2. My daily implementing of inclusion is demanding and challenging.	2.4100	.58767
3. I have adequate resources and financial support to implement inclusion	1.0100	.30134
4. I use adapted/modified materials to support inclusion of special learners in my classroom.	1.3800	.48783
5. I believed that special learners will benefits and improve the academic skills in an inclusive education setting.	2.9600	.19695
6. I believed that special learners will develop and enhance their social skills in the regular classroom.	2.8900	.31447
7. My teaching capacity is affected with the inclusion of special learners and it is difficult to meet their unique needs.	2.8100	.48607
8. I feel competently prepared to work with special learners.	1.1600	.36845
9. I am positively work with other teachers and sought help to implement inclusion.	1.0100	.10000
10. I am optimistic working with special education teacher as consultants to implement inclusion.	1.9900	.26572
11. I feel incompetent my knowledge and skills on the effective strategies in managing behavior of special learners.	2.9100	.35090
12. I am interested in attending a workshop or in-service and other trainings to help better prepare me for working with special learners.	2.9400	.23868
13. I feel that special students hinder the academic progress of general education classes and destruct the learning of their peers in the classroom.	1.0500	.21904
14. I believe that effective teaching strategies and learning styles of special learners strengthen their performance in an inclusion classroom.	2.9400	.23868



15. I am assured of my ability and strong values to teach special learners.	1.0500	.21904
16. I have been adequately trained to meet the needs of special learners	1.0500	.21904
17. I become easily annoyed and feel frustrated when teaching special learners.	1.0400	.19695
18. I become anxious when I learn that a special learner will be in my classroom.	1.0400	.19695
19. Although special learners differ intellectually, physically, and psychologically, I believe that all learners can learn in most environments.	2.9400	.23868
20. I believe that academic progress is possible in special learners	2.9500	.26112
21. I believe that special learners should be placed in special education classes.	1.1400	.34874
22. I have problems teaching learners with cognitive deficits.	2.9300	.25643
23. Self-esteem of special learners is increased when included in the regular education classroom.	2.9100	.28762
24. Special in-service training in teaching special learners should be required for all regular education teachers.	3.0000	.00000
AVERAGE	2.06	0.30

The level of attitudes of instructional leaders towards inclusion is shown in Table 4.13. Among the 24 basic proficiencies on the attitudes of the participants, only one (1) got the rating of 3.00 evaluated as strongly desirable, the special education in-service training in teaching special learners should be required for all instructional leaders and regular classroom teachers.

Eleven of the 24 competencies were rated more than 2.00 and were desirable to the participants. They are as follows: I believed that special learners will benefit and improve the academic skills in an inclusive education setting. I believed that special learners will benefit and improve the academic skills in an inclusive education setting. I believed that special learners will develop and enhance their social skills in the regular classroom. My teaching capacity is affected with the inclusion of special learners and it is difficult to



meet their unique needs. I feel incompetent my knowledge and skills on the effective strategies in managing behavior of special learners. I am interested in attending a workshop or in-service and other trainings to help better prepare me for working with special learners. I believe that effective teaching strategies and learning styles of special learners strengthen their performance in an inclusion classroom. I believe that effective teaching strategies and learning styles of special learners strengthen their performance in an inclusion classroom. Although special learners differ intellectually, physically, and psychologically, I believe that all learners can learn in most environments. Although special learners differ intellectually, physically, and psychologically, I believe that all learners can learn in most environments. I have problems teaching learners with cognitive deficits. And Self-esteem of special learners is increased when included in the regular education classroom.

The other twelve (12) basic proficiencies were rated more than 1.00 but less 2.00 and evaluated as somewhat desirable. These are: I advocate and believe in the philosophy of inclusion. I have adequate resources and financial support to implement inclusion. I use adapted/modified materials to support inclusion of special learners in my classroom. I feel competently prepared to work with special learners. I feel competently prepared to work with special learners. I am optimistic working with special education teacher as consultants to implement inclusion. I feel that special students hinder the academic progress of general education classes and destruct the learning of their peers in the classroom. I am assured of my ability and strong values to teach special learners. I



have been adequately trained to meet the needs of special learners. I feel that special students hinder the academic progress of general education classes and destruct the learning of their peers in the classroom. I am assured of my ability and strong values to teach special learners. I have been adequately trained to meet the needs of special learners. I become easily annoyed and feel frustrated when teaching special learners.

I become anxious when I learn that a special learner will be in my classroom. I believe that special learners should be placed in special education classes.

1.5 Monitoring systems and supervision of inclusive education program

Table 4.14 presents the assessments of experts and instructional managers on the monitoring systems and supervisions of inclusive education program. The experts evaluated the following criteria such as: monitoring activities and quality services delivery through interviews, home visitation, preparation of checklist and narrative progress reports - 3.80; monitoring activities regularly such monthly and/or yearly - 3.90; applying Universal Design for Instruction - 3.80; applying collaboration, reflection and dialogue- 3.80; applying experiential learning and constructivism principles - 3.80; applying personal and communal support to IE practitioners - 3.80; applying transformational leadership and principles “leaders and their followers raise one another to higher levels of morality and motivation” - 3.80; creating an inspiring vision of the future -3.80; motivating supervisees to buy into and deliver the vision of inclusive education - 3.80; managing deliver of the



vision of inclusive education - 3.80; and building every-stronger, trust-based relationship with supervisees and other staff/personnel - 3.80. There three criteria not applicable for the experts such as applying direct, centered in the classroom and it is focused on teacher's issues, aimed primarily at helping teachers understand their teaching and collaborative (clinical supervision); applying problem-solving process for curriculum improvement and it denotes different styles of supervisory leadership to improve instruction (developmental supervision); and conducting teachers' training, development of instructional materials, echo seminars so as to update them of the current trends in inclusive education. On the overall, the monitoring systems of inclusive education program were Very Much Suitable as evaluated by experts.

On the part of instructional managers, all criteria on monitoring systems such as monitoring activities and quality services delivery through interviews, home visitation, preparation of checklist and narrative progress reports; monitoring activities regularly such monthly and/or yearly; conducting teachers' training, development of instructional materials, echo seminars so as to update them of the current trends in inclusive education; applying Universal Design for Instruction; applying collaboration, reflection and dialogue; applying experiential learning and constructivism principles; applying personal and communal support to IE practitioners; applying transformational leadership and principles "leaders and their followers raise one another to higher levels of morality and motivation"; applying direct, centered in the classroom and it is focused on teacher's issues, aimed primarily at helping teachers understand their teaching and collaborative (clinical supervision); and applying problem-solving



process for curriculum improvement and it denotes different styles of supervisory leadership to improve instruction (developmental supervision) have high ratings ranging from 3.86 to 3.98. This showed that on the overall, a strongly agreement was viewed by the instructional managers on the monitoring systems and supervision of inclusive education program.

Table 4.14 Weighted Mean Results and Interpretation of the Assessment on the Monitoring Systems & Supervision of Inclusive Education Program

MONITORING SYSTEMS	EXPERTS		INSTRUCTIONAL MANAGERS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
2.1. Monitor activities and quality services delivery through interviews, home visitation, preparation of checklist and narrative progress reports	3.80	VMS	3.88	SA
2.2. Conducts Monitoring activities regularly such monthly and/or yearly	3.90	VMS	3.96	SA
2.3. Conducts teachers' training, development of instructional materials, echo seminars so as to update them of the current trends in inclusive education.	-	-	3.94	SA
2.4. Applies Universal Design for Instruction	3.80	VMS	3.96	SA
2.5. Applies collaboration, reflection and dialogue	3.80	VMS	3.94	SA
2.6. Applies experiential learning and constructivism principles	3.80	VMS	3.96	SA
2.7. Applies personal and communal support to IE practitioners	3.80	VMS	3.92	SA
2.8. Applies transformational leadership and principles "leaders and their followers raise one another to higher levels of morality and motivation."	3.80	VMS	3.96	SA
2.8.1. creates an inspiring vision of the future	3.80	VMS	3.98	SA
2.8.2. motivates supervisees to buy into and deliver the vision of inclusive education	3.80	VMS	3.94	SA
2.8.3. manages deliver of the vision of inclusive education	3.80	VMS	3.92	SA
2.8.4. builds every-stronger, trust-based relationship with supervisees and other staff/personnel	3.80	VMS	3.92	SA
2.9. Applies direct, centered in the classroom and it is focused on teacher's issues, aimed primarily at	-	-	3.90	SA



helping teachers understand their teaching and collaborative (clinical supervision)				
2.10. Applies problem-solving process for curriculum improvement and it denotes different styles of supervisory leadership to improve instruction. (developmental supervision)	-	-	3.86	SA
AVERAGE	3.81	VMS	3.93	SA

1.6 Problems Encountered in the Implementation & Proposed Improvements for Inclusive Education Program

The tabulated instruments showed that the great hindrance or problems encountered in the implementation on inclusive education program are the unavailability of funds due to lack of planning, wherein the project was not included in the school improvement plan (SIP), and the lack of trainings, seminars and workshops to really grasp the essential requirements of whole process of operating the program. On the proposed improvement for inclusive education program, experts and instructional managers agreed that the strategies and techniques in handling children with disabilities in an inclusive setting be given more attention. To improve the program and make it responsive enough to the children, a profound examination on identified problems and a proposal for improvement taken from the field must be taken into consideration by the Department of Education so that all the stakeholders for children with special needs really deserve a strong support base.

Objective 2. Design an instructional management model in inclusive education

In considering the direct impact of the leadership of school managers in the



implementation of the inclusive program in the public schools, a model that is an integration of the various roles a school head play and the styles of management, they apply, an instructional management model is designed. Hallinger, (2017). The researcher has gathered the indicators in the instructional management practices by school leaders. The essential features of the model is setting of the inclusive education goals and adherence to its vision and mission in schools with the inclusive education program.

The model highlights the five stages, namely, 1) training needs assessment, 2) setting goals and objectives, 3) planning, 4) implementation, and 5) monitoring and evaluation of the training program.

Table 5.1 Summary of Profile

DATA		EXPERTS	
		WEIGHTED MEAN	INTERPRETATION
SETTING GOALS AND OBJECTIVES	1) Practice of Vision-Mission of Special Education	3.90	VMS
	2) Practice of Vision-Mission of Inclusive Education	3.90	VMS
	3) Achievability of Objectives on IE	3.93	VMS
	4) Legality for Objectives on IE	4.00	VMS
	5) Measurability of Objectives on IE	3.85	VMS
	6) Specificity of Objectives on IE	3.90	VMS
	7) Relevance of Objectives of IE	3.90	VMS
IMPLEMENTATION	8) Awareness Bought About by IE to Types of Exceptionalities	3.90	VMS
	9) Implementation of Educational Programs for Children with Special Needs	3.97	VMS
	10) Knowledge of Instructional Leaders About IE	3.87	VMS
M & E	11) Monitoring Systems and Supervision of IE Program	3.81	VMS
DATA		WEIGHTED MEAN	STANDARD DEVIATION
IMPLEMENTATION	1) Pedagogical Skills of Instructional Leaders on IE	1.33	0.24
	2) Attitudes of Instructional Leaders Towards IE	2.06	0.30



The first stage is the training needs assessment, which is the only way to verify and validate the need, focus, scope and target group for a training program. The ultimate goal of a needs assessment is to determine the current and the desired performance. The difference or the gap between the two is the learning that must occur and the basis for a good training design. This was discussed in Objective 1 item number 1.6 of Chapter 4 that instructional leaders lack trainings, seminars, and workshops related to IE since it was not able to include in the school improvement plan (SIP).

The second stage is setting the goals and objectives that keep the instructional management on the training program on track and help maximize outcomes. Table 5.1 item numbers 1 to 7 disclosed that the experts' evaluation was all Very Much Suitable on the Practice of Vision-Mission of SPED and IE, as well as its goals and objectives.

When planning for the accessibility instructional management, the first thing to put in mind is to establish goals for what an instructional leader want for their training participants to learn and achieve. Then break these goals down into specific objectives. Then, it will be clear of what content and information the training participants will need at each step to ultimately achieve the goal that have been established for them. The goal of the planning stage is to ensure there are no surprises during the implementation phase of the instructional management for the training. In Objective 1 item number 1.6 of Chapter 4 regarding the great hindrance or problems encountered in the implementation of the inclusive education program is the unavailability of funds due to lack of planning, wherein the project was not included in the school improvement plan (SIP).



This is followed by the implementation stage, which involves the preparation of a training plan, a detailed document that guides the planning and delivery of instruction. Whether training people one-on-one or in groups, in person or online, a well-developed training plan allows an instructional leader to prepare for and deliver thorough and effective classes. To be detailed, organized, and realistic are some key things to remember. Table 5.1 item numbers 8 to 10 revealed that all educational programs intended for children with special needs were given with utmost attention and importance by Department of Education as implemented in schools.

Next is monitoring and evaluation (M&E) which is a process that helps improve performance and achieve results. Its goal is to improve current and future management of outputs, outcomes and impact. It is mainly used to assess the performance of projects, institutions and programs set up by governments, international organizations, and NGOs. It establishes links between the past, present and future actions. Table 5.1 item number 11 showed that on the overall, a strongly agreement was viewed by the instructional managers on the monitoring systems and supervision of an inclusive education program.

This model provides the necessary information critical in the development of the training program for instructional leadership; skills to be developed and the objectives to be achieved. The implementation design specifically guides the trainers on the important details in terms of resources: human, material, financial resources, and among others.



Figure 4.1 **INSTRUCTIONAL MANAGEMENT MODEL**



Objective 3. Develop an Inclusive Education Training Program for Instructional Leaders

The data gathered through the use of the survey instruments directed the development of the Inclusive Education Training Program for Instructional Leaders. Table 4.1 shows the profile of the respondents and with their educational attainment and years of service which revealed that they are qualified to be instructional leaders in their respective schools. Table 4.2 shows their advocacy and adherence to practice the vision



and mission of special education and inclusive education and instructional managers expressed high ratings on the achievability of objectives of Inclusive Education and the average rating speaks that on the overall it was achievable (Table 4.3). Table 4.9 reveals that all educational programs intended for children with special needs were given with utmost attention and importance by Department of Education as implemented in schools. Their knowledge, pedagogical skills and attitudes are highly strong and well developed (Table 4.10, Table 4.11 and Table 4.12); and their monitoring system and supervision of inclusive education program are visible and they strongly agree to examine the program closely to make its implementation successful. But as any program or projects' implementation, they have encountered problems such as lack of budget to fund the lack of trainings, seminars and workshops to really grasp the essential requirements of whole process of operating the program. The instructional managers agreed that the strategies and techniques in handling children with disabilities in an inclusive setting be given more attention. To improve the program further that will make the program responsive enough for the children, a profound examination on identified problems and proposal for improvement taken from the field must be taken into consideration by the Department of Education and all the stakeholders for children with special needs really deserve a strong support base. With these, the researcher developed an Inclusive Education Training Program for instructional leaders at the National Capital Region.

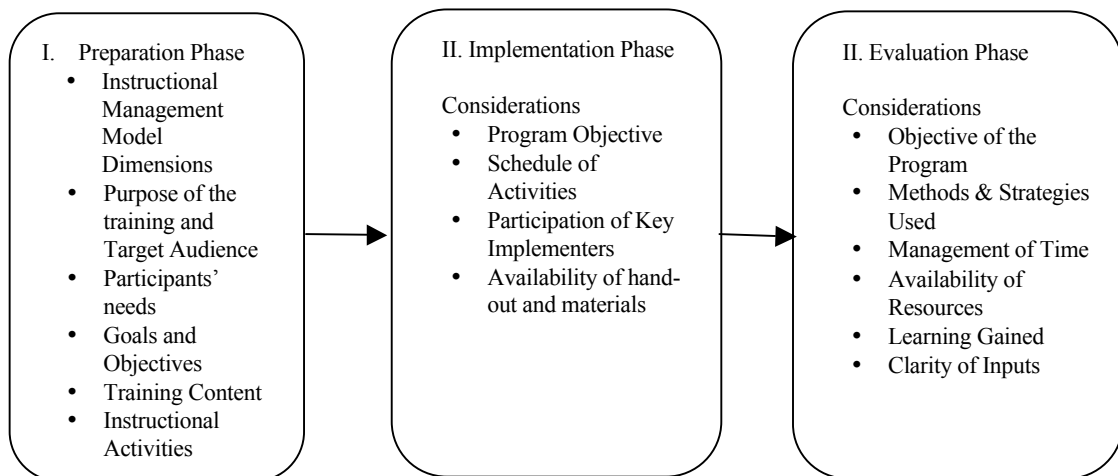
The program which is named Inclusive Education Training Program for



Instructional Leaders is a structured sequence of managerial skills activities in three dimensions: Part I. Framing the School's Goals and Communicating the School's Goals. This dimension concerns the instructional leader's role in determining the central purposes of school in implementing the inclusive education for children with special needs. The dimension focuses on the principal's role in working with staff to ensure that the school has clear, measurable, time-based goals focused on the academic progress of students. It is also the principal's responsibility to communicate these goals so they are widely known and supported throughout the school community.

The program has been evaluated and validated by experts in the field of supervision, special education, vocational education, and measurement and evaluation.

Figure 4.2 Framework of the Training Program





Program Plan

The Handbook on Inclusive Education. DepEd (2000) leads the researcher to prepare a logical framework in preparing a training program for the improvement of the successful implementation of inclusive education at the National Capital Region.. It ensures that all aspects needed for a successful program are taken into consideration. It aims to answer the following questions.

- what does the program want to achieve? (goal and purpose);
- how will the program achieve this? (outcomes and activities);
- how will we know when the program has achieved this? (indicators);
- how can we confirm that the program has achieved this? (means of verification);
- what are the potential problems that may be experienced along the way? (risks).

The following steps are important to prepare a Inclusive Education Training program plan using the log frame (DepEd 2000):

1. Determine the goal – the goal describes the intended ultimate impact of the Inclusive Training Program which is the desired end-result whereby the problem or need no longer exists or the situation is significant improved.
2. State the Purpose - The purpose of the program describes the change the researcher wants the program to make towards achieving the goal.
3. Define the outcomes - The outcomes are what the IE Training Program wants to achieve. They are broad overall areas of work.



4. Determine the activities - Activities are the work or interventions that need to be carried out to achieve the purpose and outcomes. Only simple, key activities are listed in the log frame. More detailed activities are considered later on in the management cycle, e.g. when the work plans are developed.
5. Set the Indicators - Indicators are targets that show the progress towards achieving the outcomes of the IE Training Program and are indicators for an inclusive education program which may measure the following:
 - quality of services and promptness of service delivery;
 - extent to which program activities reach the targeted individuals;
 - acceptability and actual use of services;
 - cost involved in implementing the program extent to which the actual implementation of the program matches the implementation plan;
 - overall progress and development of program implementation and barriers to these.
6. Determine sources of verification - After the indicators have been set, it is important to decide what information is needed to measure each indicator, i.e. the sources of verification. These may include reports, minutes of meetings, attendance registers, financial statements, government statistics, surveys, interviews, training records, correspondence or conversations, case-studies, weekly, monthly or quarterly program reports, mid-program or final program evaluations. When



deciding on the sources of verification, it is also important to think about when, where and by whom data will be collected.

7. Consider what assumptions need to be made – the risks and the things that might go wrong during the program will complete the assumptions column of the log frame. Identifying the risks early can help ensure that there are no real surprises along the way. When the risks are identified, they can be managed by changing the program plan to reduce or eliminate them. The risks are turned into positive statement (assumptions) and included in the log frame.
8. Prepare a monitoring and evaluation plan - All programs should have monitoring and evaluation systems. It is essential that these systems are considered during the planning stage, as information needs to be collected as soon as implementation of the program begins. The indicators and the sources of verification that were identified in the program plan will provide the basic foundation for monitoring and evaluation systems.
9. Decide what resources are needed - Although the resources that are needed for the IE Training Program may not be immediately available when the program starts, it is important to think about the resources needed to implement the program activities and how to go about obtaining them. The following resources should be considered:



- Human resources - The types of personnel needed to implement the program, e.g. program manager, training program personnel, administration assistants and drivers.
- Material resources - The types of facilities and equipment needed to implement the program, e.g. office space, furniture, computers, mobile phones, vehicles, audiovisual equipment and other equipment.
- Financial resources - Cost can be a major limiting factor for new programs; carefully planned budget is needed to fund the IE Training Program through existing funds or funds from a donor/donors.
- Prepare a budget - A budget describes the amount of money that the program plans to raise and spend to implement the activities over a specified period of time. A budget is important for transparent financial management, planning (e.g. it gives an idea of what the program is going to cost), fundraising (e.g. it provides information to tell donors what their money will be spent on), program implementation and monitoring (e.g. comparing the real costs against the budgeted costs) and evaluation. The budget must reflect the costs related to the resources outlined in the section “Decide what resources are needed” above. It is important to budget very carefully; there must be enough budget to carry out some program activities and set the budget accordingly to motivate donors to fund the program.



Objective 4. Finalize the training program in inclusive education

The results of the evaluation and validation of the ten experts were analyzed and applied their comments and suggestions in the revision of the Inclusive Training Program for Instructional Leaders . The five specialists rated the proposed program very appropriate with a weighted mean ranging from 2.95 to 2.96. It indicates that the developed inclusive education training program for instructional leaders was appropriate for the improvement and enhancement of their implementation of inclusive education program in their respective schools. The final copy of the developed inclusive education training program for instructional leaders to improve the implementation of inclusive education program in their schools was prepared taking into considerations the remarks, suggestions and comments of the experts.

The final design of the Inclusive Education Training Program for Instructional Leaders has the following parts: (1) Cover Page; (2) Introduction; (3) Rationale; (4) Program Objectives; (5) Program Design; (6) Program Implementation; Goals, Purpose, Activities and Outcomes.



Chapter V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations of the study.

Summary

This study was conducted to design an instructional management model and develop an inclusive education training program for instructional leaders. Specifically, it sought to determine the status of inclusive education in terms of profile of school leaders, objectives of inclusive education program, program orientation, program planning, program implementation and program monitoring; instructional management practices and identify the problems encountered by implementers of the inclusive education program in the public schools at the National Capital Region.

The researcher used the descriptive-developmental and survey method of research to gather the needed data and information from the instructional leaders. There were nine males and ninety-one females school principals as respondents of the study. The biggest percentage of the respondents belonged to the age bracket of 36 to 50 and the majority of the respondents was on MA Degree Graduate followed by MA with Doctorate units and Doctoral degree in management.

The researcher made use of the questionnaire checklist as a survey tool in gathering and collating the necessary data and information and it was evaluated and validated by



experts in the field of educational management, organization, administration and instruction. And the statistical method used was descriptive statistics on frequency, weighted mean and rank.

As a protocol before the start of the study, the researcher acquired permission from pertinent authorities.

Findings

The following data revealed a summary of the result of the evaluation.

1. Analyze the status of inclusive education as perceived by institutional leaders in terms of:

- 1.1 adherence of the vision-mission of inclusive education; objective setting, program orientation, program planning, program implementation, program monitoring and instructional management practices used.

- 1.1.1 The respondents strongly agreed and adherence on the vision-mission of inclusive education, on the objectives of the inclusive education reflected the basic principles, were achievable, were anchored on the legal bases, were measurable, were relevant/pertinent and specific approach in addressing the needs of children with special needs for inclusion in the regular classroom setting. The respondents indicated their highest insight level on the vision and mission of SPED and



Inclusive Education on expressed high ratings on the achievability of objectives of Inclusive Education and the average rating speaks that on the overall it was achievable.

1.1.2 In the orientation program the respondents strongly agreed that inclusive education program was well represented by all stakeholders from the different sectors namely: SPED Supervisor, Administrators, SPED Teachers; and Parents of CSN from various exceptionalities. Respondents strongly agreed that it brought awareness in social, environmental and attitudinal aspects in bringing out objectives of the inclusive education program. These ratings on the overall proves that the awareness brought by Inclusive Education to types of exceptionalities were strongly agreed by them: Children Intellectual Disability; Autism; Hearing Impairment; Visual Impairment/ Multiple Disabilities with Visual Impairment (MDVI); Down Syndrome; Learning Disability; Giftedness and talent; Emotional and behavior disorder; Special health problem; and Speech impairment.

1.1.3 In Implementation, respondents strongly agreed that instructional setting for children with special needs such as mainstreaming and full mainstreaming were properly implemented. These ratings on the overall proves that the awareness brought by Inclusive Education to types of exceptionalities.



1.1.4 As to the implementation of monitoring process the Inclusive Education Program respondents agreed that monitoring activities and quality services delivery through interviews, home visitation, preparation of checklist and narrative progress reports were properly conducted, respondents agreed that the instructional leaders conducted monitoring activities regularly such monthly and/or yearly. It revealed that on the overall, a strongly agreement was viewed by the instructional managers on the monitoring systems and supervision of inclusive education program.

1.1.5 The Instructional Management practices used by the school principals were composed of three dimensions which are: training needs assessment, setting goals and objectives, planning, implementation (training), and monitoring and evaluation.

1.2 knowledge, pedagogical skills and attitudes towards inclusive education

As to the knowledge, pedagogical skills and attitudes of instructional leaders about inclusive education indicated that on the overall, a high strongly agree assessment were attained on the knowledge, teaching skills and attitudes towards inclusive education. It showed that the knowledge, skills and attitude revealed as strongly desirable and should be required for all instructional leaders and regular classroom teachers.



1. The designed instructional management model was appropriate for use by the instructional leaders in implementing the inclusive education program to ensure its success of inclusion of children with special needs in the regular classrooms.
2. The developed inclusive education training program are appropriate and it suits the needs of the instructional leaders in promoting inclusive education in their respective schools.

Conclusions

Based from the findings of the study, the following conclusions were drawn:

1. The instructional management model in inclusive education is guided by legal bases, principles, strategies and approaches set by Republic Act 7277, otherwise known as Magna Carta Disabled Persons, The Philippine action Plan (1990-2000) in Support for EFA in the inclusion of children with special needs in the regular classroom setting. The knowledge, pedagogical skills and attitudes towards inclusive education program were very important and vital in the successful implementation of inclusive program in the public schools.
2. The objectives set by training program are achievable, anchored on the legal bases, measurable, relevant/pertinent, and its specific approach addresses the needs of children with special needs for inclusion in the regular classroom setting. In the planning process, all stakeholders shared, discussed and



planned vision, mission, goals, activities, resources and persons responsible in carrying out programs and projects.

3. In the implementation process varied ways of monitoring system and supervision of the inclusive program were strongly agreed upon by the respondents.

Recommendations

The following are the recommendation in their areas:

1. Training

- 1.1 Empowerment of instructional leaders is necessary to provide them with the needed manpower support, resources, budget for conducting training program and projects.
- 1.2 Comprehensive training must be conducted to improve the learning performance of children with special needs on inclusion program with regular peers.
- 1.3 Conduct continuous trainings and provide worthwhile activities related to education, of exceptional children, teaching methods and participation of other stakeholders to heighten community awareness on individuals with special needs and inclusive education.
- 1.4 Existing inclusive education training program must be regularly evaluated and monitored to upgrade programs and projects and address the emerging problems encountered by the inclusive education instructional leaders and implementers.



2. Programs and Services

2.1 Implementers and all stakeholders of the Inclusive Education Program should strengthen their programs and services towards children with special needs.

2.2 Create an advocacy group that will ensure the service delivery of basic needs and address concerns of children with special needs on inclusive education program.



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Appendix A

LETTER TO THE DEPARTMENT OF EDUCATION – NATIONAL CAPITAL REGION (NCR)

Philippine Normal University
Taft Avenue, Manila
College of Graduate Studies
Department of Special Education

June 26, 2013

OFFICE OF THE REGIONAL DIRECTOR

Department of Education – NCR
Misamis St., Bago Bantay
Quezon City

Madam:

Greetings of peace!

The undersigned is Ph.D. in Educational Management student at the Philippine Normal University. I am currently working on my dissertation entitled, **“Instructional Management Model for Inclusive Education Program in Special Education”**.

Relative to this, I would like to seek your permission to solicit the participation of division education program supervisors/public schools district supervisors (EPS/PSDS), and selected principals in the National Capital Region to answer my survey research study, which will only take about 10-15 minutes to complete. The survey will be available via online and/or personally delivered to the respondents.

Thank you.

Very truly yours,

JINGLE LIM - SERGOTE

Researcher

Noted by:

TERESITA G. INCIONG

Adviser

JULIETA A. GREGORIO

Adviser

APPROVED:

LUZ S. ALMEDA

Director IV



Appendix B

A LETTER TO THE EXPERT FOR THE VALIDATION OF RESEARCH INSTRUMENT

Philippines Normal University
Taft Avenue, Manila
College of Graduate Studies
Department of Special Education

June 26, 2013

Sir/Madam:

A Greeting of Peace!

I am currently working on my dissertation entitled, “Instructional Management Model for Inclusive Education in Special Education” in partial fulfillment of the requirements for the degree of Ph.D. in Educational Management at the Philippine Normal University.

I am in the process of making an instrument for the evaluation of the Status of Inclusive education in the National Capital Region on its vision, mission, objective, orientation, planning, implementing and monitoring and problems encountered. In connection with this, please evaluate and rate the test items attached herewith, if they are valid enough to measure each variable to appropriateness, relevance, clarity, grammar and choice of words.

Your comments and suggestions in each item are highly solicited. I believe that your expertise will greatly contribute to the completion of the instrument.

Thank you.

Very truly yours,

JINGLE LIM - SERGOTE
Researcher

Noted by:

TERESITA G. INCIONG
Adviser

JULIETA A. GREGORIO
Adviser



Appendix C

**A LETTER TO THE INSTRUCTIONAL MANAGER FOR THE
VALIDATION OF RESEARCH INSTRUMENT**

Philippines Normal University
Taft Avenue, Manila
College of Graduate Studies
Department of Special Education

June 26, 2013

Sir/Madam:

A Greeting of Peace!

I am currently working on my dissertation entitled, “Instructional Management Model for Inclusive Education in Special Education” in partial fulfillment of the requirements for the degree of Ph.D. in Educational Management at the Philippine Normal University.

I am in the process of making the instruments for the evaluation of the:

1. EPS/PSDS and Principal’s Attitude Toward Inclusive Education
2. EPS/PSDS and Principal’s Instructional Management Practices
3. EPS/PSDS and Principal’s Administrative Practices
4. Inclusive Education Training Program

Relative to this, I would like to request for you to evaluate and to rate the test items attached herewith, if they are valid enough to measure each variable to appropriateness, relevance, clarity, grammar and choice of words.

Your comments and suggestions in each item are highly solicited. I believe that your expertise will greatly contribute to the completion of the instrument.

Thank you.

Very truly yours,

JINGLE LIM - SERGOTE

Researcher

Noted by:

TERESITA G. INCIONG
Adviser

JULIETA A. GREGORIO
Adviser



Appendix D

EXPERTS PROFILE

Part I. Experts Profile:

Name: _____
 School: _____
 Department/Office: _____
 Years in the service: _____

Educational Background:

DEGREE	SPECIALIZATION	YEAR
BACHELOR		
GRADUATE		
POST GRADUATE		

Part II.

Kindly rate the following items by checking the number located at the right column the following according to how you view the Implementation of the Inclusive Education Program using the criteria below where:

4- Very Much Suitable 3- Very Suitable 2- Suitable 1-Not Suitable

Part II . Starts here.

1.	I adhere and put into practice the : Vision and Mission of Special Education:	4	3	2	1
1.1	Vision for Children with Special Needs: Vision for Children with Special Needs By 21 st century, it is envisioned that he/she could be adequately provided with basic education. and he/she is God-loving and proud of being a Filipino				
1.2	It is also envisioned that the child with special needs will get full parental and community support for his/her education without discrimination of any kind				
	Mission of Sped: Education should fully realize his full potentials for development and productivity as well as being capable of self expression of his rights in the society, he is God loving and proud to be a Filipino				
	Aims of Special Education Promote access, equity and participation of children with special needs education in the mainstream of basic education. Improve the quality, relevance and efficiency of special education in schools and communities. Sustain SPED programs and services in the country.				
I.	I adhere and put into practice the Vision and Mission of Inclusive Education				
1.	The fundamental principle of inclusive education is that all children should learn together whenever possible, regardless of any difficulties and difference they may have. (Salamanca Statement on Principles, Policy and Guidelines of Special Education				
1.1	The State shall promote the right of every individual to relevant quality education regardless of sex, age, breed, socio-economic status, physical and mental condition, social or ethnic origin, political and other affiliation.				
1.2	The State must promote and maintain equality access to education as well as the enjoyment of benefits of education by all its citizens. (BP Blg. 232)				
1.3	The basic concept of inclusive education is that students with disabilities and students in the regular classroom setting should be learning together so that those with special needs will receive instruction in the general education curriculum following the different models of inclusive education together with other related services appropriate for these special learners.				
1.4	Self-advocates for the total change and improvement of inclusive education for children with special needs				
1.5	Mobilizes the community resources: human; technical; environmental; and facilities to achieve and sustain the implementation of inclusive education				
1.6	Promotes barrier free school's environment (Accessibility)				



Part II – Objectives

2.	Objectives are achievable	4	3	2	1
2.1	Discussion of the merits of inclusive education program with the key leaders of the school, faculty and administrators of IE				
2.2	Acceptance of the instructional leaders and faculty of the Inclusive Education Program and the responsibilities that go with it.				
2.3	Organization of the Inclusive Education Committee which is multi-sectoral composed of instructional leaders, school's staff/personnel, teachers, and parents of children with special needs				
2.4	Identification of the areas where the IE program can be developed and a mechanism for selecting the IE practitioners are set up				

3.	Objectives are anchored on legal bases	4	3	2	1
3.1	Sec. 11 Child and Welfare Code was proclaimed under Presidential Decree No. 603				
3.2	Republic Act No. 7277 Magna Carta for Disabled Persons				
3.3	Batas Pambansa Blg. 232, otherwise known as "Education Act of 1982"				
3.4	Batas Pambansa Blg. 344 entitled "An Act to Enhance the Mobility of Disabled Persons				
3.5	Salamanca Statement and Framework For Action on Special Needs Education				
3.6	United Nations Convention on the Rights of the Child				
3.7	World Declaration on Education for All				
3.8	Dakar Framework for Action				

4.	Objectives are measureable	4	3	2	1
4.1	Inclusive education – increased enrolment of children with disabilities in all public and private elementary, secondary schools.				
4.2	Equal opportunity/participation for children with special needs in school activities				
4.3	Self-advocate- existence and development of Parent Organization in the school that will advocate for change that a group that can speak on behalf of its own sector.				
4.4	Achieved and sustained activities programs and projects in health, education of children with special needs				
4.5	Accessibility- the community became barrier FREE, they complied with the Accessibility Law and all physical technology, communication and change in attitudes towards children with special needs				
4.6	Improved material development, improve attitudes of teachers, parents and administrators and emotional well-being of special children in the inclusion program				

5.	Objectives are specific	4	3	2	1
5.1	Promotes Inclusive Education regardless of cultural affiliation, religion, gender, disabilities.				
5.2	Recognizes PWDs according to his strengths and given an equal opportunity participate in decision making and become co- contributor in the community development.				
5.3	Self-advocates for the total change and improvement of PWDs life in the aspect of health, education, employ- ment, and social/ community participation.				
5.4	Mobilizes the community resources: human; technical; environmental; and facilities to achieve and sustain the identified needs of PWDs.				
5.5	Promotes barrier free community (Accessibility)				

6.	Objectives are Relevant/Pertinent	4	3	2	1
6.1	Inclusive Education facilitates process where children with special needs can access regular curriculum and teachers can empower themselves in implementing the IE program.				
6.2	Inclusive education implementation builds on the resources, structures and abilities of the stakeholders to promote the potential of every child with special needs				
6.3	Inclusive Education values social justice and raises the consciousness of the community				
6.4	Inclusive education promotes good governance				

Part IV

5	The IE Program brings out awareness on the various types of exceptionalities	4	3	2	1
7.1	Intellectual Disability				
7.2	Autism				
7.3	Hearing Impairments				
7.4	Visual Impairment /Multiple Disabilities with Visual Impairment (MDVI)				
7.5	Down Syndrome				



7.6	Learning Disability				
7.7	Giftedness and talent				
7.8	Emotional and behavior disorder				
7.9	Special health problem				
7.10	Speech impairment				

8.	Implementation: Educational Programs for Children with Special Needs	4	3	2	1
8.1	Inclusive Education Program				
8.2	Early Intervention Program				
8.3	Kindergarten to 12 Program				
8.4	Mainstreamed Program Gr.1-6				
8.5	Multiple Disability with Visual Impairment Program				
8.6	ALS/Non-formal Education for children with special needs				

Part V. Knowledge of Inclusive Education

1	Knowledge about inclusive education:	4	3	2	1
1.1	Is the living and learning together of both the regular children and special children in the regular classroom setting.				
	Is adapting to the needs of special children in terms of their cognitive, emotional and academic skills ability				
1.2	Is adapting best practices to create a conducive learning environment				
1.3	Is accepting the different needs of all children irrespective of their age				
1.4	Is recognizing the different needs of all children irrespective of their language.				
1.5	Is recognizing the different needs of all children irrespective of their disability				
1.6	Is collaborating with professional service providers.				
1.7	Is involving parents in the decision making process concerning how to handle their children				
1.8	Is the right of children with special needs for equal opportunities and quality education				
1.9	Is a flexible curriculum to suit the needs of CSN				
1.10	Is upgrading supervisory support to IE practioners				

2	Inclusive Education Program Monitoring	4	3	2	1
2.1.	Monitor activities and quality services delivery through interviews, home visitation, preparation of checklist and narrative progress reports				
2.2.	Conducts Monitoring activities regularly such monthly and/or yearly				
2.3.	Applies Universal Design for Instruction				
2.4.	Applies collaboration, reflection and dialogue				
2.5.	Applies experiential learning and constructivism principles				
2.6.	Applies personal and communal support to IE practitioners				
2.7.	Applies transformational leadership and principles "leaders and their followers raise one another to higher levels of morality and motivation."				
	2.7.1 creates an inspiring vision of the future				
	2.7.2 motivates supervisees to buy into and deliver the vision of inclusive education				
	2.7.3 manages deliver of the vision of inclusive education				
	2.7.4 builds every-stronger, trust-based relationship with supervisees and other staff/personnel				

Questions:

What are the problems you have encountered in implementing the Inclusive Education Program?

What program can be proposed to improve the implementation of the Inclusive Education Program?

THANK YOU



Appendix E

SURVEY INSTRUMENT FOR RESPONDENTS

Research Title:
INSTRUCTIONAL MANAGEMENT MODEL FOR INCLUSIVE
EDUCATION PROGRAM IN SPECIAL EDUCATION

Part I. Respondents Profile: Instructional Managers: Principal and IE Practitioners

Direction: Please check the letter that describes you.

Name: _____

(Optional)

Gender: _____ A. Male _____ B. Female

Age: _____ A. 20 and below _____ D. 41-50 y.o.
_____ B. 21-30 y.o. _____ E. 51-60 y.o.
_____ C. 31-40 y.o. _____ F. 61 and Above

4. Highest Educational Attainment:

- _____ A. Doctoral (Please specify) _____
_____ B. Doctoral Units _____
_____ C. M.A. Degree (Please specify) _____
_____ D. M.A. Units _____
_____ E. College Graduates (Please specify) _____
_____ F. College Level _____

5. Current Position _____ Years of Work _____

6. Number of Regular Teachers implementing inclusive education program _____

7. Number of children with disabilities served in the school _____

8. Types/Category of children with disabilities in the school _____

9. Types of instructional setting for children with disabilities in the school: Please check

_____ Mainstreaming _____ Partial Inclusion _____ Full Inclusion

Part II.

Direction: Kindly rate the following items by checking the number located at the right column the following according to how you view the Implementation of the Inclusive Education Program using the criteria below where:

4- Strongly Agree 3- Agree 3- Disagree 1- Strongly Disagree

Part II . Starts here.

A.1.	I adhere and put into practice the : Vision and Mission of Special Education:	4	3	2	1
1.1	Vision for Children with Special Needs: Vision for Children with Special Needs By 21 st century, it is envisioned that he/she could be adequately provided with basic education. and he/she is God-loving and proud of being a Filipino				
	It is also envisioned that the child with special needs will get full parental and community support for his/her education without discrimination of any kind				
1.2	Mission of Sped: Education should fully realize his full potentials for development and productivity as well as being capable of self- expression of his rights in the society, he is God loving and proud to be a Filipino				
1.3	Aims of Special Education Promote access, equity and participation of children with special needs education in the mainstream of basic education. Improve the quality, relevance and efficiency of special education in schools and communities. Sustain SPED programs and services in the country.				
B.1	I adhere and put into practice the Vision and Mission of Inclusive Education				
1.4	The fundamental principle of inclusive education is that all children should learn together whenever				



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	possible, regardless of any difficulties and difference they may have. (Salamanca Statement on Principles, Policy and Guidelines of Special Education)				
1.5	The State shall promote the right of every individual to relevant quality education regardless of sex, age, breed, socio-economic status, physical and mental condition, social or ethnic origin, political and other affiliation.				
1.6	The State must promote and maintain equality access to education as well as the enjoyment of benefits of education by all its citizens. (BP Blg. 232)				
1.7	The basic concept of inclusive education is that students with disabilities and students in the regular classroom setting should be learning together so that those with special needs will receive instruction in the general education curriculum following the different models of inclusive education together with other related services appropriate for these special learners.				
Part III					
1.	Setting of objectives	4	3	2	1
1.	Objectives are based in the principles of Inclusive Education				
1.1	Promotes awareness and apply programs in Inclusive Education				
1.2	Special Children areas given an equal opportunity to live and learn together in the regular classroom				
1.3	Participates in decision making and become co- contributor in the implementation of inclusive education program				
1.4	Self-advocates for the total change and improvement of inclusive education for children with special needs				
1.5	Mobilizes the community resources: human; technical; environmental; and facilities to achieve and sustain the implementation of inclusive education				
1.6	Promotes barrier free school's environment (Accessibility)				
2.	Objectives are achievable	4	3	2	1
2.1	Discussion of the merits of inclusive education program with the key leaders of the school, faculty and administrators of IE				
2.2	Acceptance of the instructional leaders and faculty of the Inclusive Education Program and the responsibilities that go with it.				
2.3	Organization of the Inclusive Education Committee which is multi-sectoral composed of instructional leaders, school's staff/personnel, teachers, and parents of children with special needs				
2.4	Identification of the areas where the IE program can be developed and a mechanism for selecting the IE practitioners are set up				
3.	Objectives are anchored on legal bases	4	3	2	1
3.1	Sec. 11 Child and Welfare Code was proclaimed under Presidential Decree No. 603				
3.2	Republic Act No. 7277 Magna Carta for Disabled Persons				
3.3	Batas Pambansa Blg. 232, otherwise known as "Education Act of 1982"				
3.4	Batas Pambansa Blg. 344 entitled "An Act to Enhance the Mobility of Disabled Persons				
3.5	Salamanca Statement and Framework For Action on Special Needs Education				
3.6	United Nations Convention on the Rights of the Child				
3.7	World Declaration on Education for All				
3.8	Dakar Framework for Action				
4.	Objectives are measurable	4	3	2	1
4.1	Inclusive education – increased enrolment of children with disabilities in all public and private elementary, secondary schools.				
4.2	Equal opportunity/participation for children with special needs in school activities				
4.3	Self-advocate- existence and development of Parent Organization in the school that will advocate for change that a group that can speak on behalf of its own sector.				
4.4	Achieved and sustained activities programs and projects in health, education of children with special needs				
4.5	Accessibility- the community became barrier FREE, they complied with the Accessibility Law and all physical technology, communication and change in attitudes towards children with special needs				
4.6	Improved material development, improve attitudes of teachers, parents and administrators and emotional well-being of special children in the inclusion program				
5.	Objectives are specific	4	3	2	1
5.1	Promotes Inclusive Education regardless of cultural affiliation, religion, gender, disabilities.				
5.2	Recognizes PWDs according to his strengths and given an equal opportunity participate in decision making and become co- contributor in the community development.				
5.3	Self-advocates for the total change and improvement of PWDs life in the aspect of health, education, employment, and social/ community participation.				



5.4	Mobilizes the community resources: human; technical; environmental; and facilities to achieve and sustain the identified needs of PWDs.				
5.5	Promotes barrier free community (Accessibility)				
6.	Objectives are Relevant/Pertinent	4	3	2	1
6.1	Inclusive Education facilitates process where children with special needs can access regular curriculum and teachers can empower themselves in implementing the IE program.				
6.2	Inclusive education implementation builds on the resources, structures and abilities of the stakeholders to promote the potential of every child with special needs				
6.3	Inclusive Education values social justice and raises the consciousness of the community				
6.4	Inclusive education promotes good governance				
Part IV					
7.	The IE Program brings out awareness on the various types of exceptionalities	4	3	2	1
7.1	Intellectual Disability				
7.2	Autism				
7.3	Hearing Impairments				
7.4	Visual Impairment /Multiple Disabilities with Visual Impairment (MDVI)				
7.5	Down Syndrome				
7.6	Learning Disability				
7.7	Giftedness and talent				
7.8	Emotional and behavior disorder				
7.9	Special health problem				
7.10	Speech impairment				
8.	Implementation	4	3	2	1
	Educational Programs for Children with Special Needs				
8.1	Inclusive Education Program				
8.2	Early Intervention Program				
8.3	Kindergarten to 12 Program				
8.4	Mainstreamed Program Gr.1-6				
8.5	Multiple Disability with Visual Impairment Program				
8.6	ALS/Non-formal Education for children with special needs				
Part V. Knowledge of Inclusive Education					
1	Knowledge about inclusive education:	4	3	2	1
1.1	Is the living and learning together of both the regular children and special children in the regular classroom setting.				
	Is adapting to the needs of special children in terms of their cognitive, emotional and academic skills ability				
1.2	Is a collaboration effort of regular teachers and SPED teachers to plan and provide special education services to CSNs				
1.3	Is inclusive classrooms where teachers are reflective practitioners who are flexible, responsive, and aware of students' needs				
1.4	Is involving sensitivity to and acceptance of individual needs and differences				
1.5	Is recognizing the different needs of all children irrespective of their disability				
1.6	Is collaborating with professional service providers.				
1.7	Is involving parents in the decision making process concerning how to handle their children				
1.8	Is the right of children with special needs for equal opportunities and quality education				
1.9	Is a flexible and individualized support system for children and young people with special educational needs				
1.10	Is an integral component of the overall educational system that is committed to an appropriate education for all children and youth with special needs				
2	Inclusive Education Program Monitoring and Supervision	4	3	2	1
2.1	Monitor activities and quality services delivery through interviews, home visitation, preparation of checklist and narrative progress reports				
2.2	Conducts Monitoring activities regularly such monthly and/or yearly				



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2.3	Conducts teachers' training, development of instructional materials, echo seminars so as to update them of the current trends in inclusive education.				
2.4	Applies Universal Design for Instruction				
2.5	Applies collaboration, reflection and dialogue				
2.6	Applies experiential learning and constructivism principles				
2.7	Applies personal and communal support to IE practitioners				
2.8	Applies transformational leadership and principles "leaders and their followers raise one another to higher levels of morality and motivation."				
	2.8.1 creates an inspiring vision of the future				
	2.8.2 motivates supervisees to buy into and deliver the vision of inclusive education				
	2.8.3 manages deliver of the vision of inclusive education				
	2.8.4 builds every-stronger, trust-based relationship with supervisees and other staff/personnel				
2.9	Applies direct, centered in the classroom and it is focused on teacher's issues, aimed primarily at helping teachers understand their teaching and collaborative (clinical supervision)				
2.10	Applies problem-solving process for curriculum improvement and it denotes different styles of supervisory leadership to improve instruction. (developmental supervision)				

Questions:

What are the problems you have encountered in implementing the Inclusive Education Program?

What program can be proposed to improve the implementation of the Inclusive Education Program?

THANK YOU



Appendix F

SAMPLE OF THE PROPOSED INCLUSIVE EDUCATION TRAINING PROGRAM FOR INSTRUCTIONAL LEADERS AT THE NATIONAL CAPITAL REGION

Introduction

Status of inclusive Education

Several nations in Asia and the Pacific have endorsed the many international and regional instruments guaranteeing the rights of all children and young people. To make inclusive education successful in its implementation in the public school there are ways to build it up: 1) by training more school administrators for effective leadership in the implementation of inclusive education. School leaders must be the first advocates of inclusion of CSN so that they can extend their support for their teachers and school personnel. Winter and O’Raw (2010) ; 2) The teachers must be empowered of execution of the program and be committed to educate all children with disabilities. Through intensive and continuous training they must become highly skills IE practitioners (Florian, 2012); (3) Teachers beliefs and attitudes toward the inclusion of children can help in accepting them in their own classroom when they have a positive attitude thus advocating inclusive education program for CSN. They should imbibe the philosophy of inclusive education that when CSN are studying with their peers in the regular classroom, they can be motivated by their class to learn with them. This positive attitude contributes to the positive acceptance of CSN by the entire school as well as the community where these special



children live. (Jordan, Glenn & McGhie-Richmond, 2010; Sharma, 2012); and, (4) Instructional leader's training must be updated following the recent trends of teaching children in the inclusive education program.

In the Philippines, approximately fifty percent (50%) of the total population comprising children and youth from 0-20 years of age are easily prone to impairments that may disable them for life. Based on this statistics, it may be assumed that with the total population of approximately 70 million, some 10% or 3.5 million may be categorized as disable. If the 2 percent prevalence of giftedness is included, there will be more than 4 Filipino children and youth with special educational needs consolidated organization report on enrolment (SY1998-99) however, registered only 104,323 or 2.5% as the only number of children provided with special needs education in both public and private institutions. The remaining 97.5% are either out of school or in school but not identified, hence unserved.

Rationale

Instructional leadership in inclusive education is visionary and provides a motivating force for change towards models of good practice in educating pupils with special educational needs in the regular classroom setting. The school administrators recognize the school's role in serving the community and are committed to the right of pupils with special educational needs to receive an inclusive education. In implementing the inclusive education program, they serve as a source of advice, mediation and collaborative problem-solving for pupils with special educational needs and their teachers.



Further, they Leaders ensure school resources are deployed in an equitable and beneficial manner to address the learning needs and outcomes of pupils with special educational needs.

Principals as instructional leaders know the professional skills of their teachers, deploy them for the maximum benefit of pupils with special educational needs and consult with a range of other professionals for advice and collaborative problem-solving as required. And they monitor the impact and outcomes of policies and actions on special education and seek feedback to inform school planning (National Council for Special Education, 2011).

In the 1994 Conference on Special Needs Education in Salamanca, Spain, the participants issued statements that special schools alone can never achieve the goal of Education For All. They adopted the policy on Inclusive Education or Schools for All to meet the individuals needs of All pupils. This policy is the reaffirmation of the right to education of every individual as enshrined in the 1984 Universal Declaration of Human Rights and a renewal of the pledge made by the world community at the 1990 World Conference on Education for All. It is in this context that the Department of Education has adopted the policy on Inclusive Education.



Appendix G

CERTIFICATION OF LANGUAGE EDITOR

This is to certify that the dissertation entitled **Instructional Management Model for Inclusive Education Program in Special Education** by **Jingle Lim – Sergpte** was edited by Prof. Edilberta C. Bala.

This certification of editing is issued upon the request for quality written documents of the Graduate School.

EDILBERTA C. BALA
Full Professor of Languages
Philippine Normal University



Appendix H

CURRICULUM VITAE



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Work

2010-Present

DepEd – National Capital Region

Bago Bantay, Q.C.

Experiences

Education Program Supervisor

- Implements and monitors all the programs and projects of the Department of Education, National Capital Region, Field Technical Assistance Division
- Conducts different special education, kindergarten, and ICT projects and programs
- Serves as resource speaker in various trainings, seminar, workshops, etc. – international, national, regional and division levels – both public and private sectors
- Acts as the Kindergarten Supervisor, Regional ICT Coordinator, as well as MTB-MLE Coordinator

2015-2016

Philippine Normal University

Ayala Blvd, Mla.

Part-time Professor

- Teaches Special Education courses in College of Graduate Studies and Teacher Education Research



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2008-Present

La Salle Green Hills

Greenhills, Mand. City

Sign Language Interpreter

- Interprets and explains all the subject matters to the Deaf Learners

2006-2010

Philippine School for the Deaf

F.B. Harrison St. P.C.

SPED Teacher III

- Teaches English I & IV subjects
- Teaches Mathematics IV subject
- Teaches Science IV subject
- Teaches Filipino I subject

2006-Sept. 2006

Pasay City Science High School

Vergel St. P. C.

Teacher I

- Teaches English II subject
- Teaches Journalism subject

Licensure Examination Taken

Licensure Examination for Teachers (LET), 2004
Passed

Education

2009-2017

Philippine Normal University

Ayala Blvd, Mla.

- **Doctor of Philosophy in Educational Management**
- **Doctor of Philosophy in Curriculum and Instruction**
(6 units earned)



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2008-2010

Philippine Normal University

Ayala Blvd, Mla.

- **Master of Education with Specialization in Special Education Teaching Children with Auditory Disabilities (DEPED Scholar)**
- **Master of Education with Specialization in Special Education Teaching Children with Visual Disabilities (9 units earned)**
- **Master of Education with Specialization in Special Education Teaching Children with Learning Disabilities (DEPED Scholar)**

2006-2008

Philippine Normal University

Ayala Blvd, Mla.

- **Master of Education with Specialization in Special Education Teaching Children with Intellectual Disabilities**

2003-2004

Far Eastern University

Quezon Blvd, Mla.

- **Certificate in Professional Education**

1998-1999

Far Eastern University

Quezon Blvd, Mla.

- **Master of Arts Major in Mass Communication**

1994-1995

STI College

C.M. Recto, Mla.

- **Certificate in Computer Programming**

1991-1994

Far Eastern University

Quezon Blvd, Mla.

- **Bachelor of Arts major in Mass Communication**