

INCLUSIONARY PRACTICES PROFESSIONAL DEVELOPMENT PROJECT (IPP):



DEMONSTRATION SITES

UNIVERSITY of WASHINGTON

HARING CENTER
FOR INCLUSIVE EDUCATION

DEMONSTRATION SITES PROJECT OVERVIEW

Our Project

The demonstration sites project was developed to provide educators from around the state with the opportunity to observe inclusionary practices in action, meet with school teams, collect artifacts that aid in systems-change, and learn about how to implement inclusionary practices in different school contexts. Our partnerships include urban schools, rural schools, and schools in some of our largest and smallest districts across Washington State.

What we do

Since the Spring of 2020, 16 model demonstration sites across all 9 Education Service Regions in Washington State are providing professional development to visiting schools. Our demonstration sites highlight the diversity in our state. In collaboration with Haring Center Inclusion Specialists, demonstration sites host visiting schools, both virtually and in person, to showcase high-leverage inclusionary practices. By sharing these practices and opening their doors to teachers, administrators, families, and community members, it allows visitors to see best practices in action and apply them in their schools. At the same time, the demonstration sites themselves continue to grow their inclusive cultures and refine their practices that contributes to equitable learning for all students.

Founding Principles

- Inclusive education requires a cultural shift in philosophy and practice.
- The ways we tell our stories can provide a transformational learning experience for other schools, increasing impact and the likelihood that they will implement what they learn.
- Every school is engaged in effective inclusive practices and supports that can be shared with others.
- All schools are on a path of continuous improvement.
- Strong sustainability is promoted through strong partnerships with key stakeholders.
- Innovative site-based leadership leads to increased effectiveness.

CONTACT US

To schedule a visit to one of our demonstration sites, find resources, or to learn more about the statewide project, please visit our website and email us with questions.

<https://ippdemosites.org/>
uwdemosites@uw.edu

Our demonstration site partners:

Robert Lince Early Learning Center
Kodiak Cubs Preschool
Edwin Pratt Early Learning Center
Hood Canal School
McMicken Heights Elementary
Meadow Ridge Elementary
Mark Twain Elementary School
Kokanee Elementary School
Ruby Bridges Elementary School
Brinnon K-8
Clovis Point Elementary
Hidden River Middle School
Toppenish Middle School
Chase Middle School
Evergreen High School
Sehome High School



Demonstration sites:

- Serve as model sites for best practices in inclusive education.
- Showcase implementation of high leverage practices.
- Invite and host members of the community to see practices in action.
- Continue to build inclusive culture by refining practices.
- Increase equitable learning for all students.



16 IPP Demonstration Sites (4 preschool, 1 K-6 elementary, 3 middle school & 2 high school)

YEAR ONE

Overarching Demonstration Site Goals:

1. Provide an action-oriented and transformational learning experience for visitors .
2. Allow schools to **tell their stories** about best practices, systems, and processes that drive student success.
3. Create professional **peer-learning communities** where educators support educators, contributing to a culture of teacher-leaders.
4. **Support schools** so they can continue to strengthen practices, outcomes, and an inclusive culture.
5. Contribute to **system-wide efforts** that achieve equitable outcomes for all students.
6. Influence a **culture of collaboration** across schools in the state of Washington.
7. Use an **asset minded approach** to interrupt existing biases that have historically created barriers for student success.
8. Provide **key takeaways** for school leaders looking to replicate inclusive practices and make them their own.
9. Improve social and academic **outcomes for students** with and without disabilities.
10. Determine the information, tools, and supports schools need to build, implement, and **sustain an inclusive model.**



YEAR TWO

- Preschools added to the project
- Pivot to virtual access with Introductory Webinars, Deep Dive Webinars, Virtual Site Visits, and Virtual Open House
- Focus on professional networking

YEAR THREE & BEYOND

- Centering racial equity and intersectionality with disability
- Engaging families as decision makers and co-designers
- Including student voice and opportunities for self-advocacy across our general education system
- The inclusion of students with more significant disabilities in general education context and content
- Build district wide capacity of inclusionary practices