

Demonstration Sites Project

Coplanning: An essential practice for
inclusive schools

Evergreen High School



UNIVERSITY *of* WASHINGTON

HARING CENTER
FOR INCLUSIVE EDUCATION





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Sound Check

We're going to get started in a few minutes.

Let us know you can hear us in the chat!

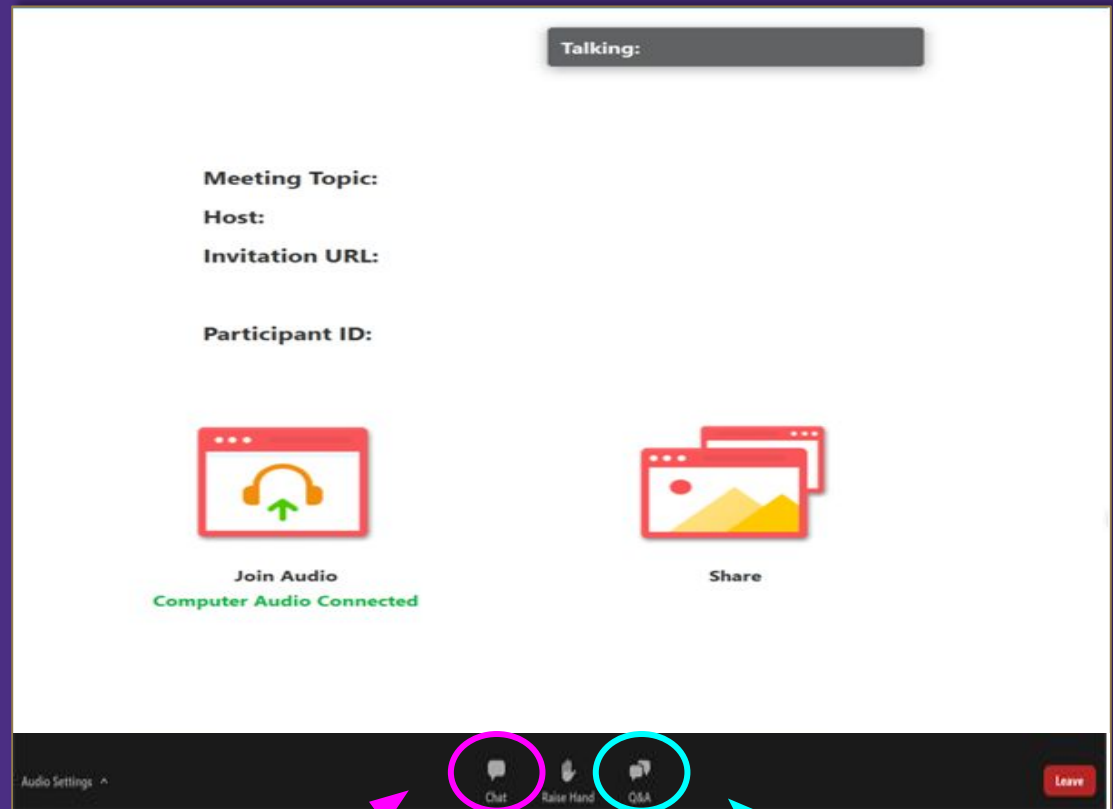
Test Audio



The screenshot displays a meeting interface with a white background. At the top, a dark grey bar contains the text "Talking:". Below this, the following fields are visible: "Meeting Topic:", "Host:", "Invitation URL:", and "Participant ID:". A dark grey menu is open, showing options for audio configuration: "Select a Microphone" (with a checkmark next to "Microphone Array (Realtek High Definition Audio) Same as System"), "Select a Speaker" (with a checkmark next to "Speakers (Realtek High Definition Audio) Speakers (Microsoft Docking Station Audio Device) Same as System"), "Test Speaker & Microphone...", "Switch to Phone Audio...", "Leave Computer Audio", and "Audio Settings...". To the right of the menu are two icons: a "Share" icon (a red window with a yellow chart) and an "Invite Others" icon (a blue person icon with a yellow plus sign). At the bottom, a dark grey control bar contains icons for "Audio Settings", "Chat", "Raise Hand", "Q&A", and a red "Leave" button.

How to participate

- > Share comments and ideas in the Chat panel (send **"To: All panelist and attendees."**)
- > Ask presenters questions in the Q&A panel
- > Recording will be available at the end of the month.

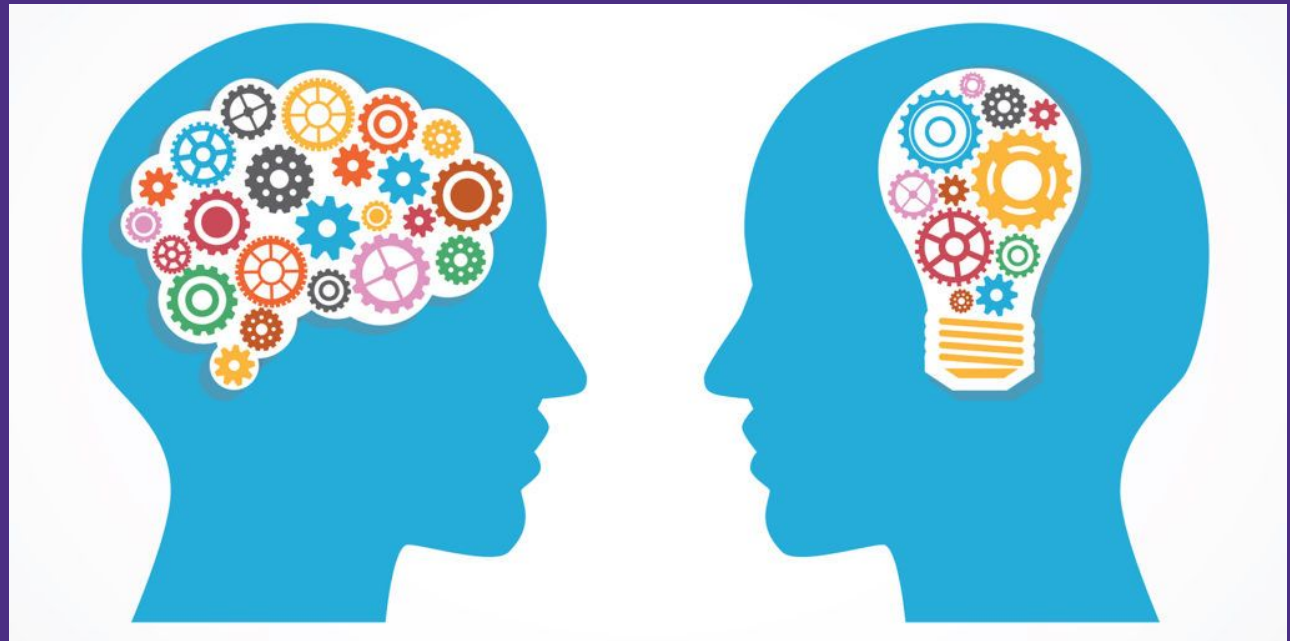


Comments

Questions

Webinar Etiquette

- Keep an open mind.
- Be an active participant.



Practice the Chat

What are you seeking to learn about Copplanning that you can take back to your school (s)?





1 Center for Strengthening the Teaching Profession (CSTP)
Inclusionary Practices Project Lead

Statewide Professional Development

2

District Leaders:	School Leaders:	Local School Boards:	Educators:	Education Support Personnel:	Families & Students:	Preservice Leaders:	Preservice Educators:
WASA, AESD	AWSP, AESD, CCTS	WASA	AWSP, AESD, CCTS	WEA, CCTS	OSPI	AWSP	OSPI

3 UW Haring Center
Inclusion Facilitation

Inclusionary Demonstration Sites

Inclusion of Students with Significant Cognitive Disabilities (TIES Center)

4 Inclusionary Practices Pilot Sites

180 Schools in 90 Districts, serving over 15,000 students with disabilities!

5 University of Kansas

Research & Supports for Online/Virtual Specially Designed Instruction

Demonstration Sites Project Overview

- > 16 demonstration sites across the state of WA will be selected over the course of the next two years.



- > Demonstration sites will:
 - 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.

Founding Principles

- > **Inclusion is a shift in culture, philosophy and teaching practices .**
- > In every school, there are effective practices and supports that can work for all students.
- > All schools are on a path of continuous improvement.
- > Learning from the implementation of best practices can transfer to planning and development in our own learning environments.
- > Strong sustainability is promoted through strong partnerships with key stakeholders.
- > Innovative site-based leadership leads to increased effectiveness.



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.



Demonstration Site Goals, cont.

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**.



The Journey Continued

- > Demonstration Sites are on a continuous journey towards building inclusive schools and communities.
- > Many high stakes inclusionary practices go into actualizing what inclusion means for educators, families and most importantly students.



Questions and Polling 1

Who's here?

- Administrator
- Counselor
- Teacher
- Parent
- ESD
- District
- Specialist
- Community Based Organization
- Paraprofessional
- Other



END UW INTRO



Who is presenting today?



Mandy Ollila
Learning Support Teacher



Anna Capacci
Special Education Teacher



Todd Karnofski
Special Education Program
Coordinator

Evergreen High School



We are Evergreen High School

- Comprehensive High School
- 1600 students
- ~12% students with IEPs
- 200 staff members
- 58% f/r lunch rate
- 87% graduation rate



Copanning: An essential practice for inclusive schools



PLANNING IN A CO-TEACHING PAIRING

Best practices
Effective examples at EHS



CO-PLANNING IN A CONSULTATION MODEL

Block team teaching
Consulting model



GOALBOOK

1. **Personalized Learning Goal Wizard:** Writing IEP goals based on standards, and also linking skills for IEP goals to grade level standards, even if the skill is grade levels below the current grade.
2. **Present Level Wizard:** Writing Present Level of Performance to address student current needs with access to skill area specific assessment(s). In the case of Behavior, working through a functional behavior analysis to develop student present level.
3. **Strategy Wizard-Classroom Based:** Explore and use instructional strategies to support general educators with lesson planning to meet student needs. Strategies support access for any student needing accommodations with lessons (i.e. graphic organizers, visual expectations, examples of charts, etc.).
4. **Strategy Wizard-Student Specific:** Use instructional strategies to support a student's individualized needs. Explore hundreds of strategies to find specific examples of tools, accommodations, lessons, and other resources to support a student's specific need.
5. **Progress Monitoring:** Search for progress monitoring as a strategy and find at least 14 ways to collect and track data for students.



Planning in a Co-Teaching Pairing



“Without co-planning, there is no co-teaching”

Barriers	Best Practices
<ul style="list-style-type: none">● Sped teacher paired with multiple teachers and subject areas throughout the day● Lack of planning time built into schedule● Unclear routines or no established protocols for planning	<ul style="list-style-type: none">● Shared planning period● Daily time to reflect and plan next steps● Limit number of partnerships● Teachers establish planning expectations and divide duties equitably● Both teachers bring complementary styles

In the chat: What are some barriers to effective co-planning you have experienced in your school?

Co-Planning drives Co-Teaching

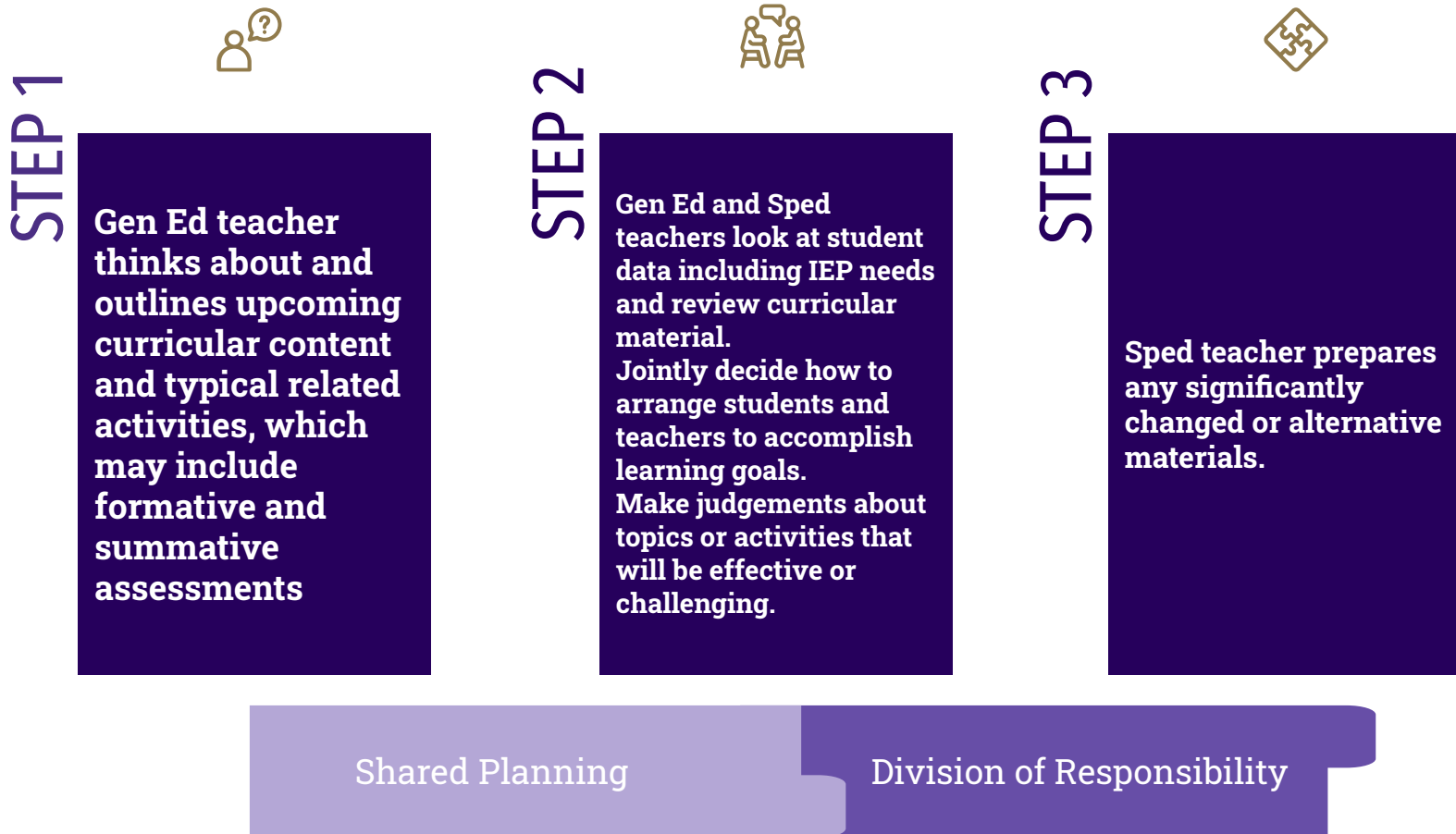


Benefits of co-planning in a co-taught pairing

- Sped teacher provides input on universal design and teaching practices effective for all students.
- Shared ownership of curriculum
- UDL, Differentiation, and SDI are the starting point of designing curriculum, not something extra
- Make critical decisions about what needs to be covered, taught, and learned



Friend and Cook co-planning process



What co-planning looks like in action

Big Picture once a semester: Look at the standards and learning objectives. Map out unit timelines. Determine summative assessments.

- > Best done during release time from classroom Use sub time, planning days before school starts

Ongoing lesson planning: Determine daily lesson targets and activities. Divide responsibilities for material creation.

- > Using a shared calendar and digital communication helps with this

Daily/Weekly check-in: Meet during planning time to review student progress on activities, adjust unit plan as necessary. Fine tune roles in upcoming lessons. Follow an agenda to maximize use of time.



Using common planning time wisely

Planning time is precious!

Teachers know that their co-planning time can get eaten up by:

Interruptions from students or other colleagues

Chit-chat and off-task conversations

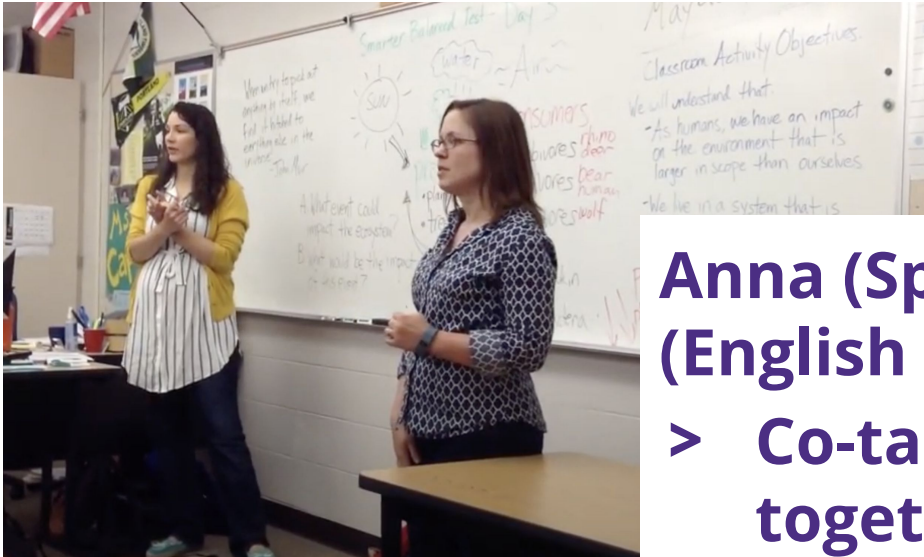
Other work duties (writing IEPs, etc.)

Set an agenda:

- ❑ Review upcoming instructional plans
- ❑ Review student data
- ❑ Look at opportunities to include SDI and meet individual students' needs
- ❑ Delegate tasks (How will you grade the essays just turned in? Who will assemble text set for next week's activity? Who will call parents to discuss concerns?)
- ❑ Check in about working relationship. What's been successful? What strategies do you want to repeat? Are there any sources of conflict or unease?



Example in Practice: Co-taught Sophomore English

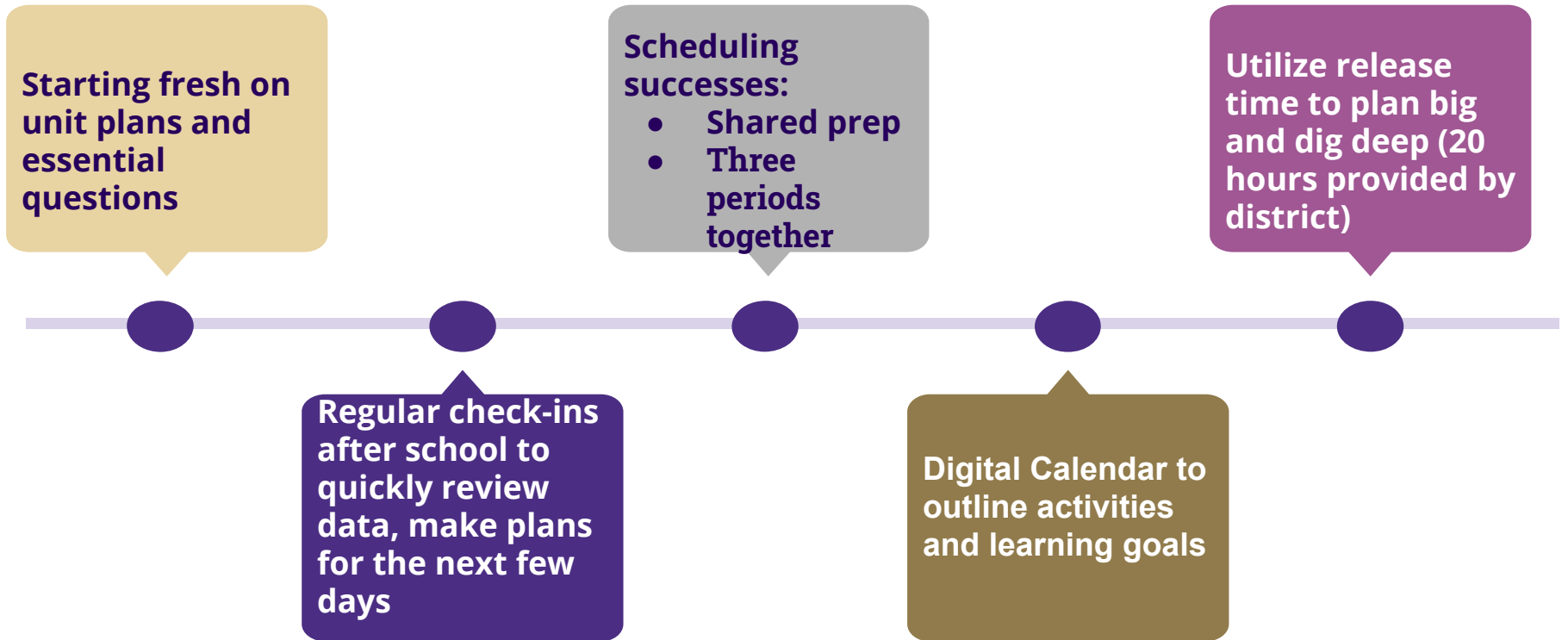


Anna (Special Ed Teacher) and Erin (English Teacher)

- > Co-taught Sophomore English together for 4 years (2011 - 2015)
- > Successful inclusion for students who had never participated in general education English/Language Arts

Example in Practice: Co-taught Sophomore English

Elements of successful partnership



Pause and Apply/Think



Example in Practice: Team teaching-Freshman

Block team consist of

- English Teacher
- Math Teacher
- Special Education Teacher

Students earn 3 credits for completing 2 core classes



Co-Planning: Team teaching

- **Shared preps**
 - Collaborate on student data
 - What is working/what is not working
- **Planning 6 week units**
 - Modified assignment timeline (turn in when done)
 - Standard based grading
- **Gateway to College classes**
 - Overview of Gateway to College
 - Assignments based on supplementary skills



Gateway to College Classes

Indicator	Very Strong Evidence 5-4 points	Moderate Evidence 3-2 points	Weak Evidence of skill
Communication Skills	<p>Persuasive: Leds the interview in a direction that enabled them to expand so their skills are expressed, took initiative to add information beyond the question asked.</p> <p>Confident: Exhibits self-confidence with body language and <u>EYE CONTACT</u></p> <p>Appropriate volume: Speaks with proper volume for room to hear clearly, not too loud, not too soft</p> <p>Concise: Avoids run-on sentences and answers with logical and organized thoughts</p> <p>Sincere: Expressed true interest in future goals.</p>	<p>Persuasive: Expands somewhat on skills that are a fit for the future, volunteered some additional information to questions asked.</p> <p>Confident: Exhibits some nervousness, but covered well;</p> <p>Appropriate volume: Does not modulate volume to express answers, could hear sometimes</p> <p>Concise: Answers some questions in a rambling fashion, but point made; thoughts were logical but somewhat disorganized</p>	<p>Persuasive: Answers most questions but not expanded</p> <p>Confident: Did not exhibit confidence</p> <p>Appropriate volume: Hard to hear or volume too low</p> <p>Concise: Rambled in answers, Are not clear and expressive</p>
Conclusion	<p>Posed appropriate questions of interviewer:</p> <p>One question asked and furthers conversation.</p> <p>Appropriate "thanks" and exit.</p>	<p>Questions posed were somewhat appropriate:</p> <p>One question for the interview but little continuation of conversation.</p> <p>Appropriate "thanks" and exit.</p>	<p>Asked questions but not clear</p> <p>No "thanks" and exit</p>
Score: _____			
Appearance x 10	First Impression x 15	Response to Q x 30	Communication x 30
Total Points: _____			

Avengers: Endgame is the final movie that was made by Disney → who are they? a lot of people. It's designed to be the most popular movie of all time. It's really like nothing that Hollywood has produced before. Avengers have had 3 additional movies. → name the movies

The thing you probably want to know most: does everyone hate the movie? It is awesome. The end is so extreme, you will freak out. For sheer entertainment value, I will give it all 5/5 Stars.

I will tell you the end of the movie. The best part of the movie is seeing how they will fight Thanos. Infinity War was sad & ended. Since the spoiler sucked when Black Panther, Star Lord, and Spider-Man die.

The Avengers have to see if they can beat Thanos. Needs → find out a way to beat Thanos

will be successful week if	Buy staying Focus and Being on task
others will you to do by...	with math because I not good at it and I don't understand it as well with writing
can help other	working on the same question
things that how our class next are... (my rs)	Math I don't raise my hand and I get frustrated
these things happen, others can help you by...	
keep learning, others help us work through it	
kids or adults in the building for when...	

Co-Planning in a Consultation Model

In an inclusive school, special ed staff cannot always provide direct instruction in the classroom.

Gen Ed teachers, counselors, admin, school security staff all need support to work with students with different needs

Sped teacher acts as consultant or coach to support other school staff

Sped teacher is the strategy expert (learning, behavior, social-emotional, etc)



Practical applications

- **Building relationships with teachers: sharing information on student, educate yourself on their grading and assignment policies**
- **Discuss mastery vs. perfection**
 - What assignments will show that standard?
 - What can show mastery and growth without overwhelming student?
- **Learning Profiles**
 - Communication and data on what has been done to show progression
- **Parent/Teacher meetings**
- **What this looks like in remote learning**



Mastery vs Perfection

- **Ask yourself: what assignments/projects can show me that this student has completed this standard?**
- **IEP goals that are tied to standards can show progression and growth**
- **Accommodations and modifications show what a student can do independently and the planning with teacher teams builds on what to plan**



Learning Profiles

Confidential Student Profile

Student: John Doe

Case Manager: Amanda Olilla

Service Areas: (Highlight the appropriate service area found on the IEP)

Reading **Writing** - Math-

Communication

Social/Behavioral:

Social/Emotional:

Special Considerations:

Student is a very kind and easily overwhelmed student. His mother is concerned about him attending High School and worried he will get overwhelmed.

Student will need help with transitions, and building relationships during the beginning of the school year.

Student Strengths:

- Great at art. He is very creative and has great insights on topics.
- Science and Math are a strength for him.

Post Secondary Goals:

- Writing: when given a grade-level informational or fictional text (e.g. short story, article, novel) and a writing prompt that asks students to analyze a part of the text, Student will write a response that presents (1) claim and integrates and analyzes (2) pieces of supporting evidence from the text improving informational writing from writing with 50% accuracy to writing with 70% accuracy as measured by student work, teacher observation/rubric, and curriculum based assessment

Confidential Student Profile

Student:

Case Manager:

Service Areas: (Highlight the appropriate service area found on the IEP)

Reading Writing Math

Communication

Social/Behavioral:

Social/Emotional:

Special Considerations:

-
-

Student Strengths:

-
-

Post Secondary Goals:

-
-

Area of Concern	Support Strategies



Parent/Teacher meeting

- Student failing most classes
- Teacher team with parent
- Meeting prior to grade window and IEP meeting
 - Use these to direct next steps...
- Remote Learning: trust is now built in, parent/teachers work together

ent	Teacher	Feedback
a	_____	
	_____	Can do all the work - does video games in class → hides from teacher → <u>distracted</u>
s	_____	Draw all period inconsistent Daily self-assess / <u>daily warmups</u>
	* can take late work	Complete work - when work is done - he does well (confidence)
ice	_____ did not grow up speaking	Confidence - struggles w/ work - takes her a long time to finish

Co-planning: How it can help an IEP

Write Story Drafts-- produce writing in a time frame (W3)- 70% accuracy

Structure Style -- story keeps reader's attention (W4)- 70% accuracy

Revise -- writer returns to writing to find ways to make better (W5)- 70% accuracy

Grammar -- uses standard English (L1) 80% accuracy

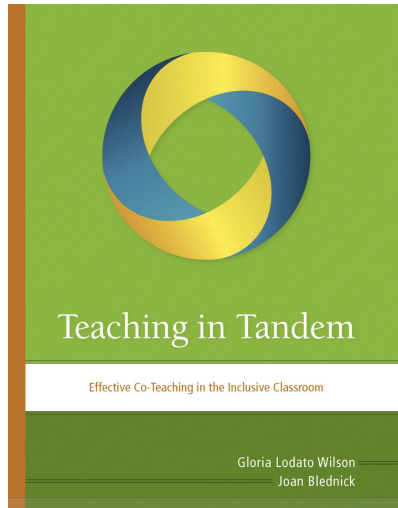
Conventions-- writing is free of errors when turned in (L2)- 60% accuracy

Student's last writing was asking to write an analysis of a section of text that the class read together. Student wrote a summary versus an analysis of describing the text. Student scored a 50% on this intake.

Next steps: Student is just exploring the concept of writing during his freshman year. The skills needed for Student to continue to show growth will be to focus on analyzing text and conventions in his writing.

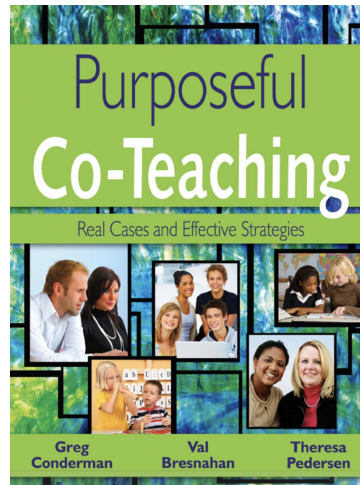


Resources



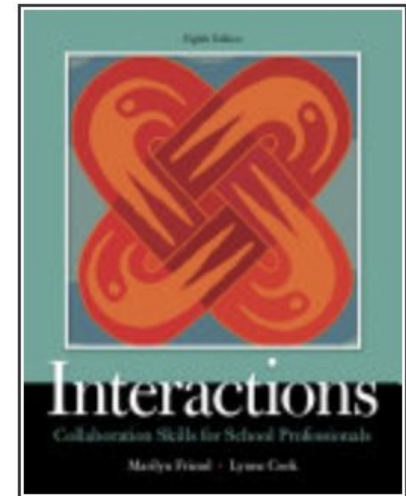
Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom, Wilson and Blednick

Used in a book study group



Purposeful Co-Teaching: Real Cases and Effective Strategies, Conderman, Bresnahan, and Pedersen

Used with team teaching groups



Interactions: Collaboration Skills for School Professionals, Friend & Cook



BEGIN UW WRAP UP



Questions: *Please share your answers in the CHAT box.*

- 1. What have you heard today that demonstrates that coplanning is an essential practice for inclusive schools?**
- 2. From what you learned today, what are some initial steps you can take and apply in your building?**



Contact Information



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To learn more about the Demonstration Sites Project

> Please visit:

<https://haringcenter.org/pdu-demo-sites/>

<https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project>

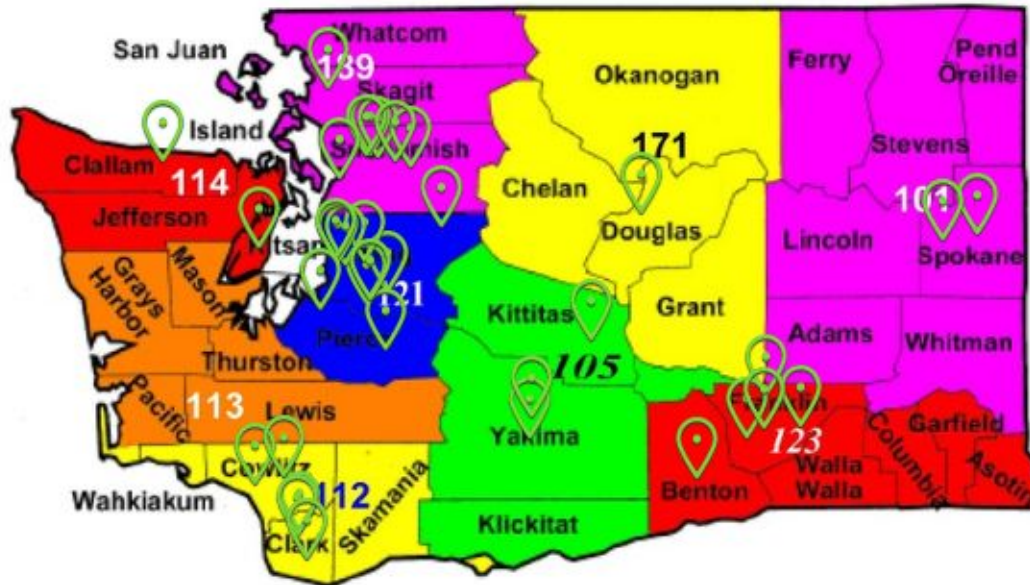
> Or email, uwdemosites@uw.edu



Respond at [Pollevo.com/uwharingcenter](https://www.pollevo.com/uwharingcenter)

W Where are you joining us from today?

EDUCATIONAL SERVICE DISTRICT REGIONS



Total Results: 35

Evaluation and Clock Hours

Google Form

https://docs.google.com/forms/d/e/1FAIpQLSfhsiGmE2PmeAxcXxbq1YMkx_9JPLYXSmBiFxEth-10f7vT_A/viewform

A link to this evaluation form has been emailed to all participants.

Clock Hour Forms have been emailed to all participants.



Thanks to our partners



OSPI

