

Demonstration Sites Project

*Edwin Pratt Early Learning Center:
Inclusive Mission and Vision*

UNIVERSITY *of* WASHINGTON

HARING CENTER
FOR INCLUSIVE EDUCATION





Cassie Martin, PhD
UW Haring Center
Inclusion Specialist
LEAD Demo Sites Project



Ilene Schwartz, PhD,
BCBA-D
Director UW Haring
Center



Cassie Borges M.Ed.,
BCBA, LBA, UW
Haring Center
Inclusion Specialist



RinaMarie Leon-Guerrero,
PhD, BCBA-D, LBA
UW Haring Center
Inclusion Specialist



Jill Locke, PhD
UW Research
Assistant Professor
Implementation Scientist
Speech & Hearing



Molly Lyman
UW Haring Center
Program Coordinator



Naomi Fair, MEd
Inclusion Specialist



Christina Nowak,
MEd
Inclusion Specialist



Jessica Flaherty,
BCBA
Inclusion Specialist



Monique
Worthy, MEd
Inclusion
Specialist



Lissa
Dickenson,
M.S., Inclusion
Specialist



Getting Started

- **Connection to Audio**
- **Sound Check**
- **Ready to participate**
- **Webinar Etiquette**



Sound Check

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

Let us know you can hear us in the chat!

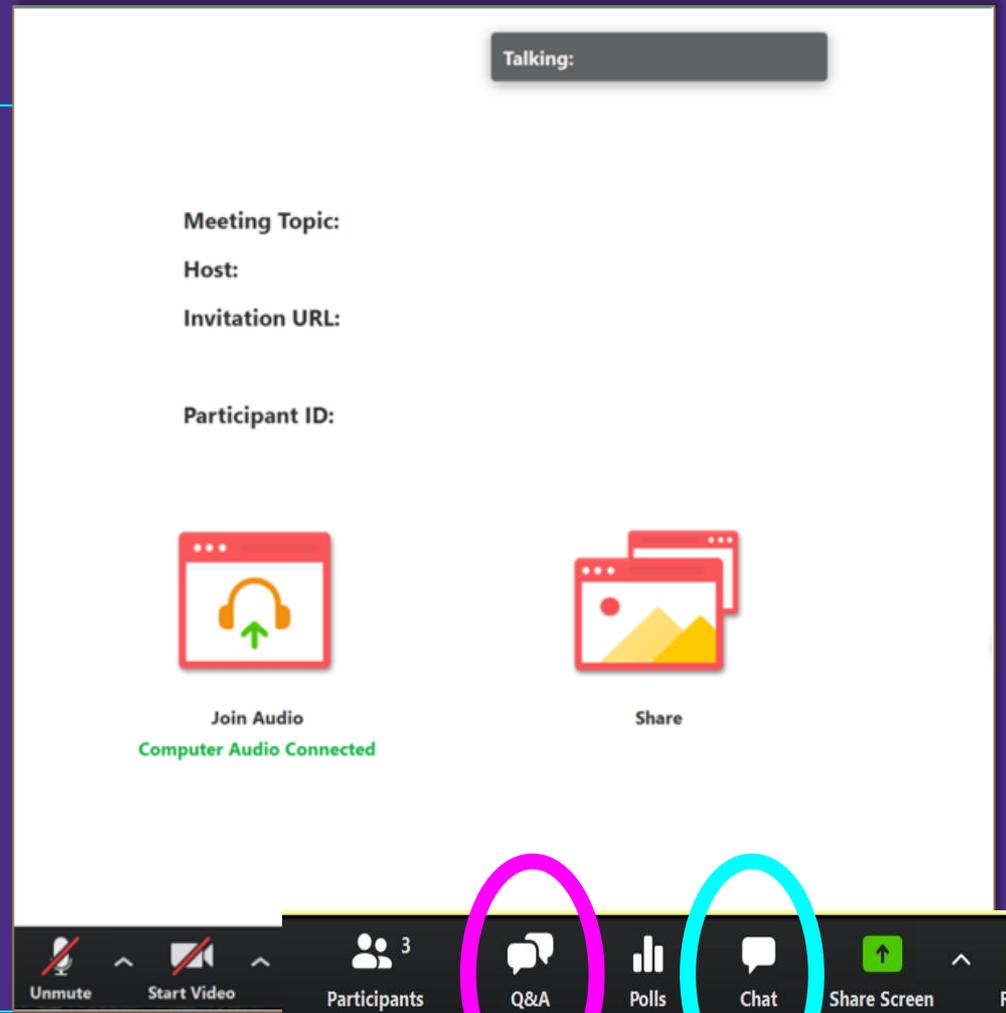
Test Audio



The screenshot displays a meeting interface with a white background and a dark grey top bar labeled "Talking:". Below the top bar, there are labels for "Meeting Topic:", "Host:", "Invitation URL:", and "Participant ID:". A dark grey menu is open, showing options for "Select a Microphone" (with a checkmark next to "Microphone Array (Realtek High Definition Audio) Same as System") and "Select a Speaker" (with a checkmark next to "Speakers (Realtek High Definition Audio)"). Other options in the menu include "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 icons for "Share" (a red and yellow window icon) and "Invite Others" (a blue person icon with a yellow plus sign). At the bottom of the interface is a dark grey bar with icons for "Audio Settings", "Chat", "Raise Hand", "Q&A", and a red "Leave" button.

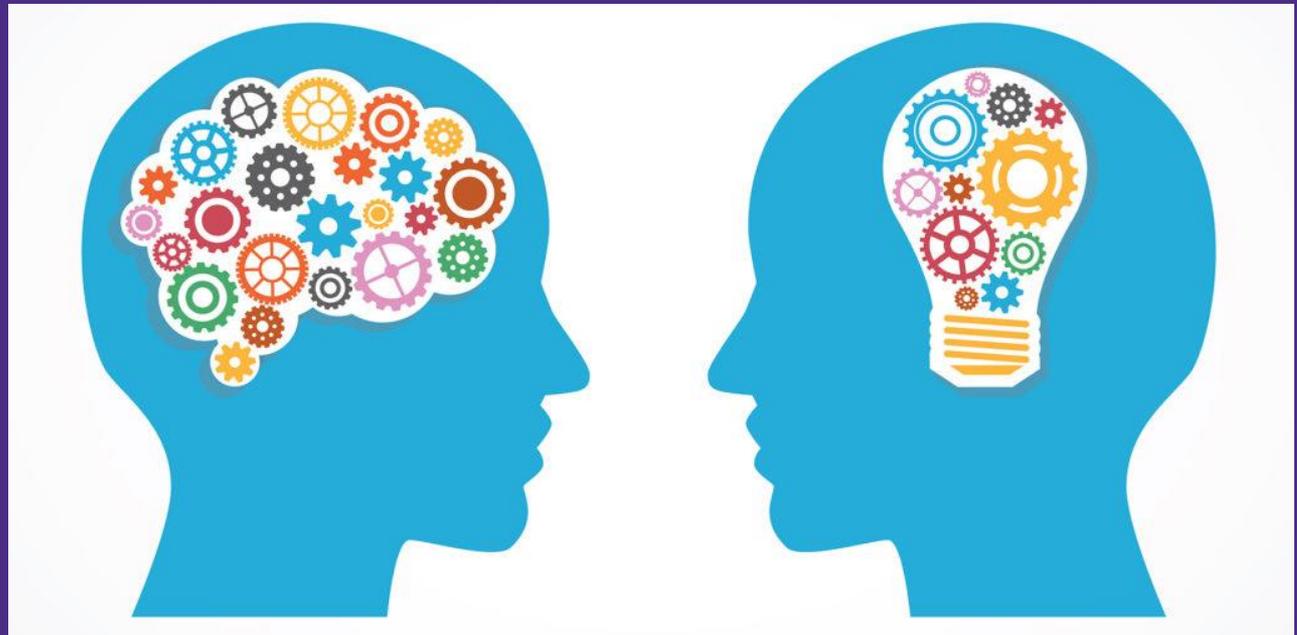
How to participate

- > Share comments and ideas in the Chat panel (send to “All”)
- > Ask presenters questions in the Q&A panel
- > Recording will be available at the end of the month.



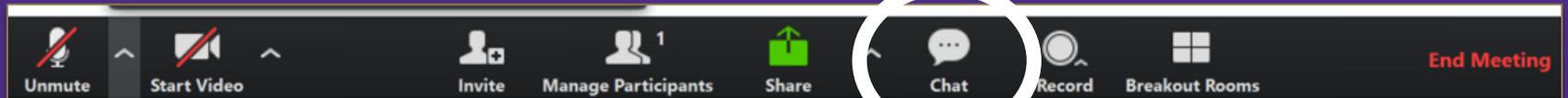
Webinar Etiquette

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



Practice the Chat

- > **What are you hoping to hear about today? Please put in the chat what impact you hope today's webinar will have on your schools inclusionary practices.**





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

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.



Questions and Polling

Who's here?

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



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.

Who is presenting today?



Hillery Clark
Director of Early
Learning



Courtney Ryan
Instructional
Coach & Special
Education Teacher



Dr. Scott Irwin
Director of
Secondary
Student Services



**Stephanie
Gregorich**
Early Learning
Coordinator

Introducing



Mission and Vision

Shoreline Early Learning

Vision

Our vision is to eliminate the opportunity gap by optimizing the foundational early learning years in an inclusive, equitable community where every child belongs and is supported in developing friendships and becoming a lifelong learner.

Mission

Our mission is to provide high quality early learning experiences to all Shoreline and Lake Forest Park preschool aged children. Our mission prioritizes:

- Underserved populations
 - Inclusive learning
- Culturally responsive teaching
- Working together with all families

Edwin Pratt Early Learning Center

The Edwin Pratt Early Learning Center is an inclusive, equitable community, where every child belongs!

We are located in the Shoreline School District and this past year, we served over 500 students from 3 Different Programs:

- 111 students with IEPs
- 284 tuition students
- 119 Head Start Students

The students from these 3 programs, are not just housed in the same building - we are a fully inclusive school. All of our students are blended and learning together in classrooms for the entirety of their time on campus.



We are Edwin Pratt Early Learning Center



Cherifa- Preschool Assistant



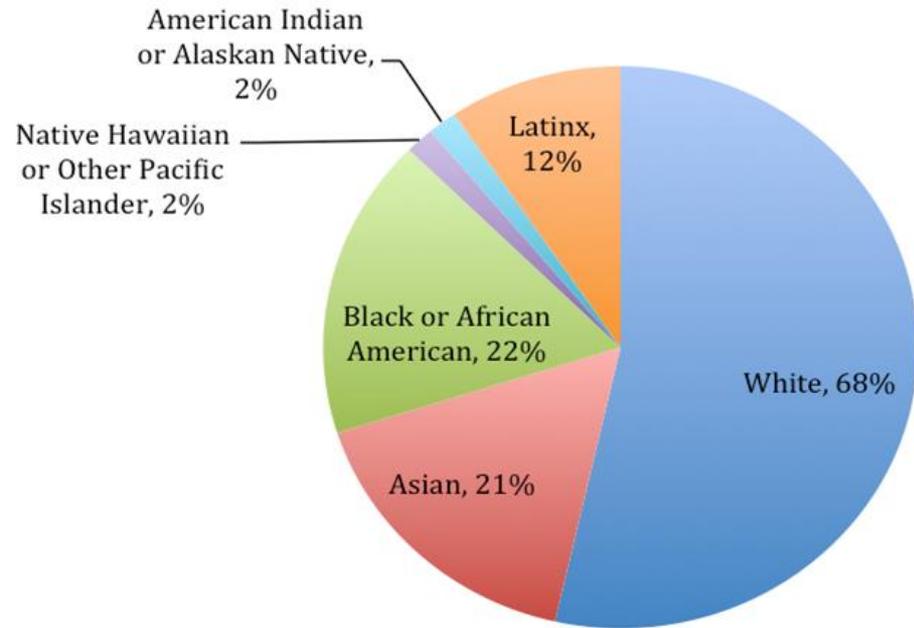
Edwin Pratt Student Demographics

Student Demographics:

55% Male, 45% Female

24%, Bilingual Students

22% Students with IEPs



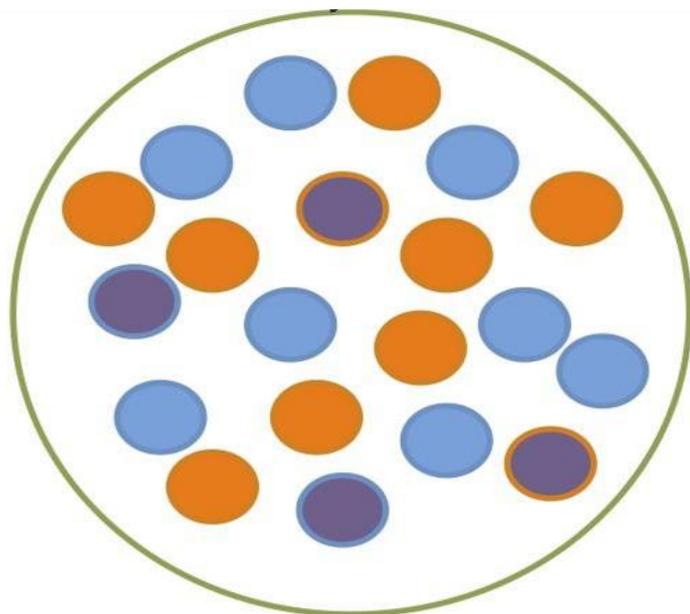
What does this look like in our school?

All classes at the Edwin Pratt Early Learning Center are inclusive!

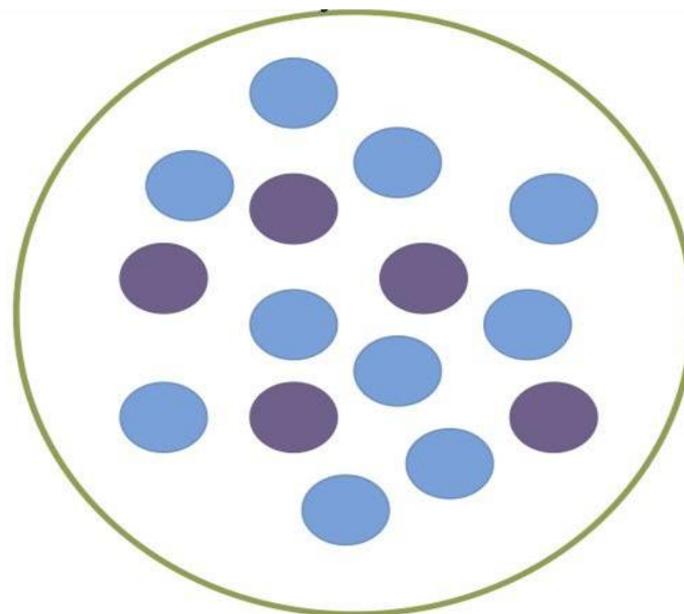
- Students from Head Start, ECE and tuition programs are in the same classes
- The majority of student's IEP time is provided in their classroom
- Staff from three unions work in all classrooms and team together to support all students



Current Classroom Models



Full Day Preschool
8-12 Tuition Students
8-12 Head Start Students
3-5 Special Education



½ Day Preschool
10-12 Tuition Students
3-5 Special Education Students



Head Start Students



Tuition Students



Special Education Students

Pam- Lead Preschool Teacher



Why did we start looking at our inclusionary practices?

- Inclusion is best practice
- Took small steps towards inclusion for 9+ years prior to becoming an inclusive school
- New building being built for Early Learning=great opportunity to make BIG changes



Highlighting the following Inclusionary Practice

Development of our inclusive mission and vision





Committee Charge from Superintendent

- Define the mission and vision of Shoreline Early Learning Programs
- Increase capacity, learning opportunities, and school readiness for traditionally underserved populations
- Increase equitable access
- Maintenance of sustainable funding program

Shoreline School District
OFFICE OF THE SUPERINTENDENT
October 4, 2017

TO: Early Learning Center Committee

FR: Rebecca Miner, Superintendent 

RE: **STATEMENT OF PURPOSE**

In December of 2016, the Shoreline School Board approved a proposal from the Superintendent to accept the recommendations of the Instructional Program Planning Committee (IPPC). One of their recommendations was as follows:

The district Early Learning programs (tuition based, Head Start and Early Childhood Education) be co-located on a single site for the purpose of:

- o Increasing capacity, learning opportunities, and school readiness for traditionally underserved populations;
- o Providing greater access for staff and students to early learning curriculum, supplies, equipment and specialist support staff;
- o Optimizing consistent professional development, collegiality and Early Learning leadership for all pre-K staff;
- o Maximizing independent learning opportunities for developmentally appropriate indoor and outdoor facilities (e.g. bathrooms, sinks, playground) for preschool students and staff.

On February 14, 2017, Shoreline voters approved a bond measure, which included funds to construct a new facility for early learning. We are now establishing a committee comprised of district stakeholders to further realize the recommendations made by the IPPC and align with the district's Instructional Strategic Plan by defining the mission and vision of the Shoreline Early Learning Center programs.

This Committee will make recommendations to the Superintendent and her cabinet that include the following topics:

- Enrollment selection criteria to increase capacity, learning opportunities, and school readiness for traditionally underserved populations;
- Flexible program design and classroom configurations to meet individual student, community and district needs now and into the future;
- Resources to support and increase equitable access for all students;
- State and local licensing requirements;
- Maintenance of a financially self-supporting and sustainable early learning program;
- Enrollment selection criteria acknowledging that the District's first priority is to serve residents of Shoreline and Lake Forest Park.

The Committee is intended to be a broad-based group of community and staff members that will be asked to reflect on current information such as:

- Early learning instructional programming and best practices;
- National and state standards alignment and requirements;
- Licensing requirements;
- Addressing the social emotional needs of students; and
- Anticipated future needs.



+ Committee Membership

Kelly Davidson
Stephanie Gregorich
Tanisha Brandon-Felder
Elissa Rounsful
Abdi Ahmed
Laura Anderson
Teacher
David Tadlock
Erin Dragovich
Teacher
Courtney Ryan
Brian Schultz
Alexandra Uhrich
Sammy McMonnies
Emily Shultz
Layna Marab
Brent Allred
Lara Drew

Children's Center Director
Children's Center Coordinator
Director of Equity/Family Engagement
Head Start Teacher
Head Start Family Advocate
Shoreline Children's Center

Elementary Principal
Shoreline Children's Center

ECE Coach
Assistant Superintendent
Kindergarten Teacher
Kdgn. Resource Room Teacher
Preschool SLP
ECE Teacher
Elem. Resource Room Teacher
Kindergarten Administrator

Ananda Scott
Sara Lawton
Charles Linkem
President
Sylvia Gil
Parent
Robyn Givens
Tanya Cornejo
Mara Christensen
Mandy Schlegel
Coordinator
Cindy Pridemore
Schools

Tanya Laskell
Human

Special Education PTSA Parent
Special Education PTSA Parent
Shoreline Children's Center PTA

Shoreline Children's Center PTA

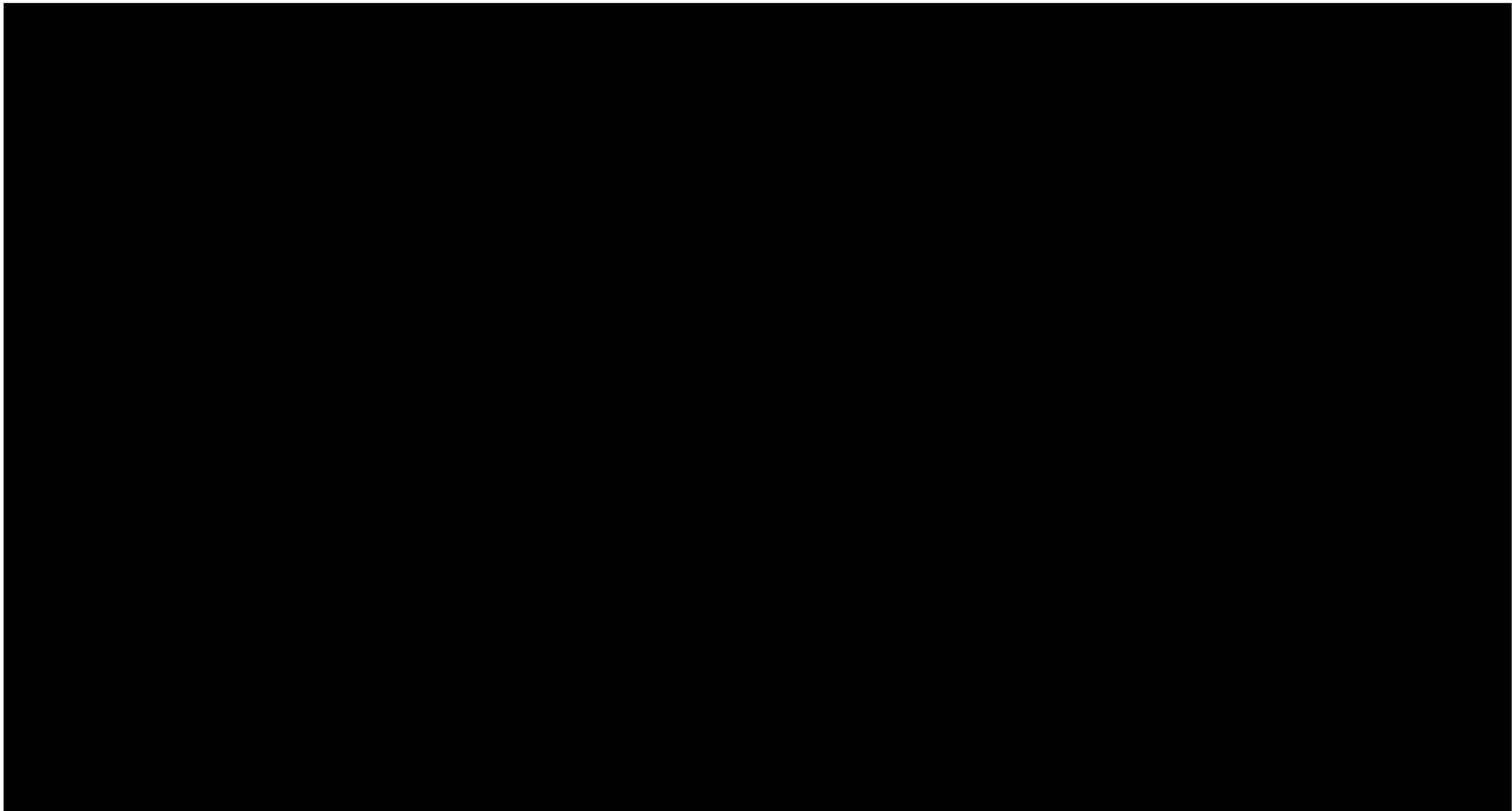
Head Start Parent
Head Start Parent
ECE Parent
Wonderland Family Resources

Executive Director, Shoreline Public
Foundation
Family Support Director, Center for
Services

Visitors: _____
Debi Ehrlichman, Community Member
Pat Valle, SEA Union President



Mara - Parent and Special Education Paraeducator



Committee Logistics



- Meeting Schedule
 - seven evening meetings for 2 hours each
- Supports
 - Snacks or dinner served
 - Childcare offered
- Organization of Knowledge: Binders and Google Drive
- Room usage: Kept pertinent charts up to reference



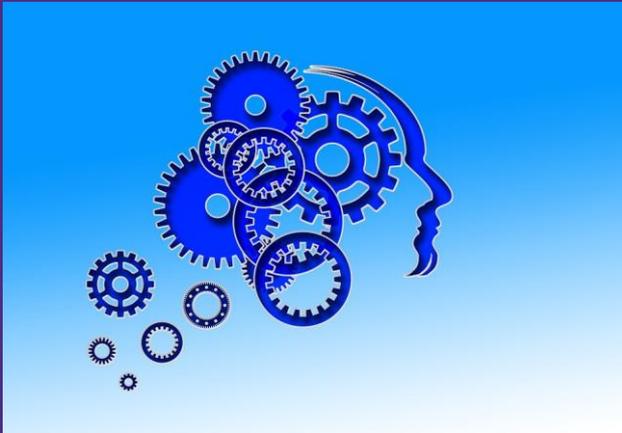


Committee Process

1. Focus on committee learning
2. Committee engagement and processing through a variety of means: partners, table talk, small groups, share outs, charting, value voting (sticky dots), etc.
3. Intentional focus on best practice, local expertise, and effective area early childhood programs



Committee Learning and Presenters



- Brain Development and Early Learning: What the Research Tells Us - **Anna Waismeyer, Ph.D.** - Institute for Learning & Brain Sciences: University of Washington
- Equity in Early Learning - **Dr. Tanisha Brandon-Felder** - Director of Equity and Family Engagement
- Financial Considerations of Early Learning - **Marla Miller**, Deputy Superintendent
- Early Achievers: What is it? - **Cheryl Habgood**, Early Learning, Puget Sound ESD
- WA State and Early Learning: Past, Current, Future - **Representative Ruth Kagi**
- Preschool Program Panel - Administrative representatives: Seattle Schools EEU (from UW) , Bellevue School District, Auburn School District



Agenda for Early Learning Committee

11/13/17



Time	Topic	Materials
4:30-4:35 Scott	Sign In	Notebook
4:35-5:05	Representative Ruth Kagi WA State and Early Learning: Past, Current, Future	
5:05-5:15	<i>Individually review charts from last week Envisioning Picture: What would ELC look, feel, sound like in 20 years. Draw a <u>pictoral</u> representation with labels, etc</i>	Paper, markers/pencils
5:15-5:30	<i>Group work: Share your picture/vision for Early Learning and create list of common attributes</i>	
5:30-5:40	<i>Review examples of vision statements Reference Tanisha's fun game chart; phrases that reflect serving traditionally underserved populations</i>	List of examples
5:40-5:45	<i>Jointly create vision statement that includes common includes common attitudes</i>	
5:45-6:00	<i>Revise vision statement with an eye toward our underserved population and share out</i>	
6:25-6:30	Closure: Use note cards for follow up ideas/questions	Notecards

Defining Vision & Mission



- **Vision** is a public declaration that describes a school's high-level goals for the future—what they hope to achieve if they successfully fulfill their mission (purpose). *What's our why? What do we value, believe in, and who do we hope to be? Why do we have Early Learning in Shoreline?*
- **Mission** is a public declaration to describe a school's purpose and major organizational commitments—i.e., what they do and why they do it. Mission statements are the "how-to" statements or action plans that help schools achieve their vision. *How are we going to achieve our vision?*

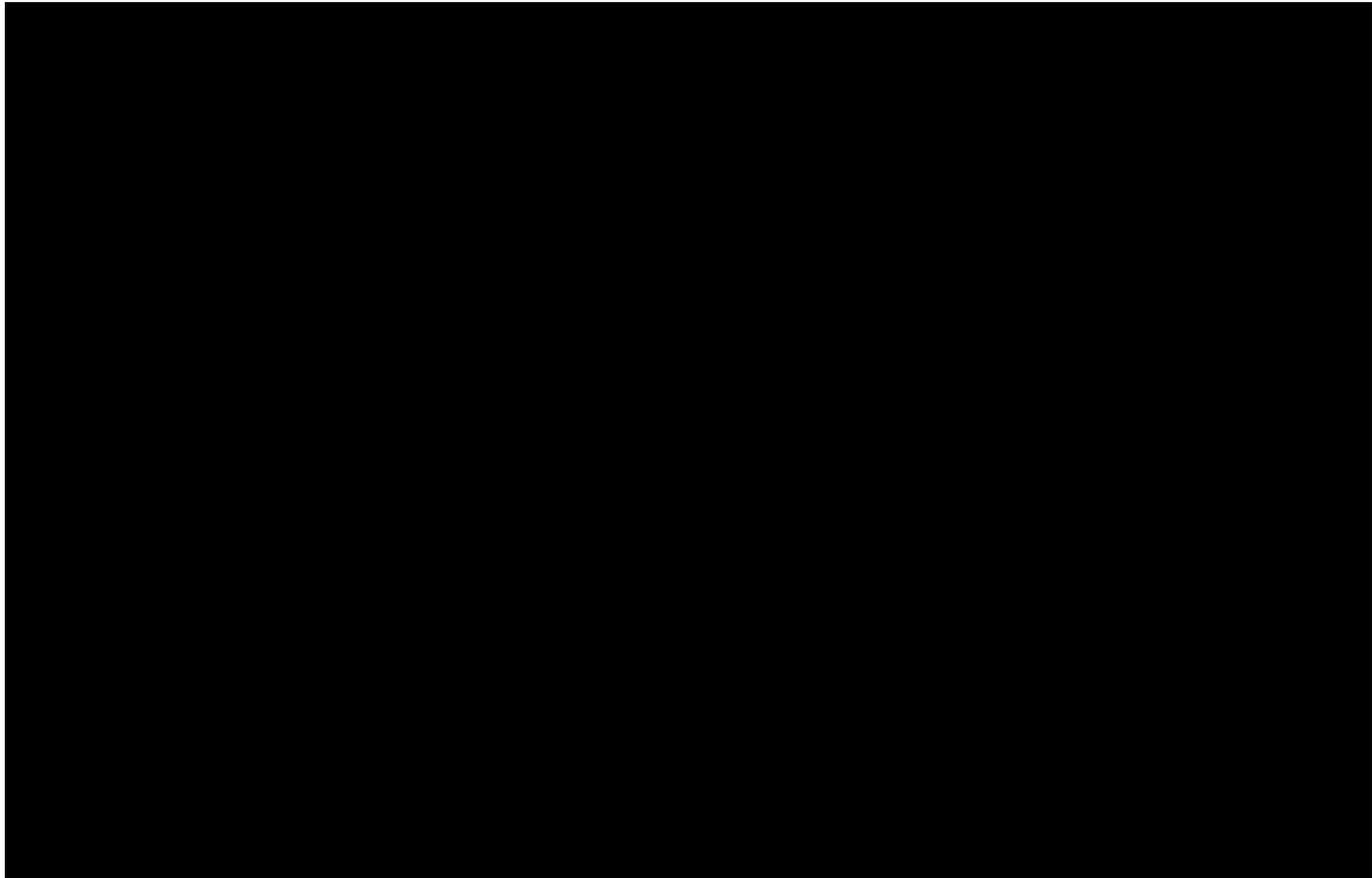
Use of Protocols

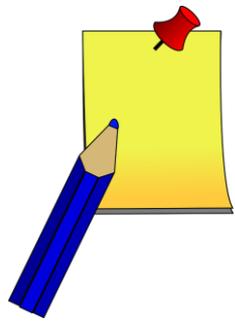
Resource: *Groups at Work: Strategies and Structures for Professional Learning*, by Laura Lipton and Bruce Wellman

- Helps ensure all voices are heard
- Increases collaboration
- Helps meet the broad spectrum of learning and engagement styles of members



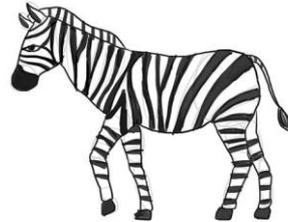
Ananda- Parent of former preschool student



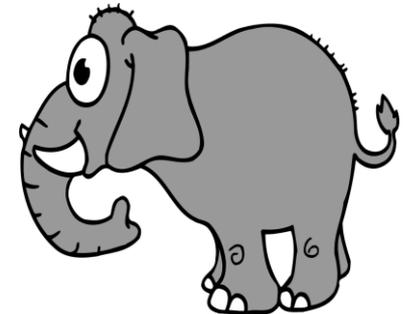


Individual Analogies & Team Share

Early learning is like a _____
(animal of your choice) because
_____ (write on a sticky note)



wikiflow





Envisioning our Future



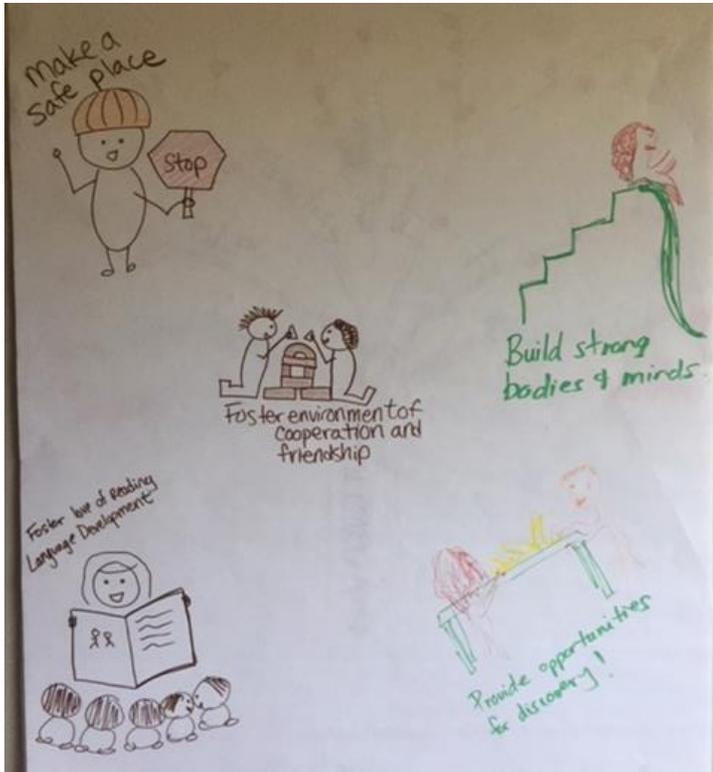
Individual Work:

Individually review charts from last week

What would the Early Learning Center look like, feel like, and sound like in 20 years?

Individually draw a pictorial representation with labels, etc.

Envisioning our Future



Group Work:

Share your picture/vision for the Early Learning Center with team members

Create one list of common attributes among your pictures/visions for the Early Learning Center



Note-Taking Guides for Speaker

Two different note-taking guides are available for your use. Choose one for today and save the other one for next week's speaker

Topic: Early Learning and the Brain 

3-2-1

Facts

-
-
-

Wonders/Questions

-

Key Idea

-

Topic: Early Learning and the Brain 

Key Ideas	Wonders/Questions	Wows! (or other thoughts)

Most important point:

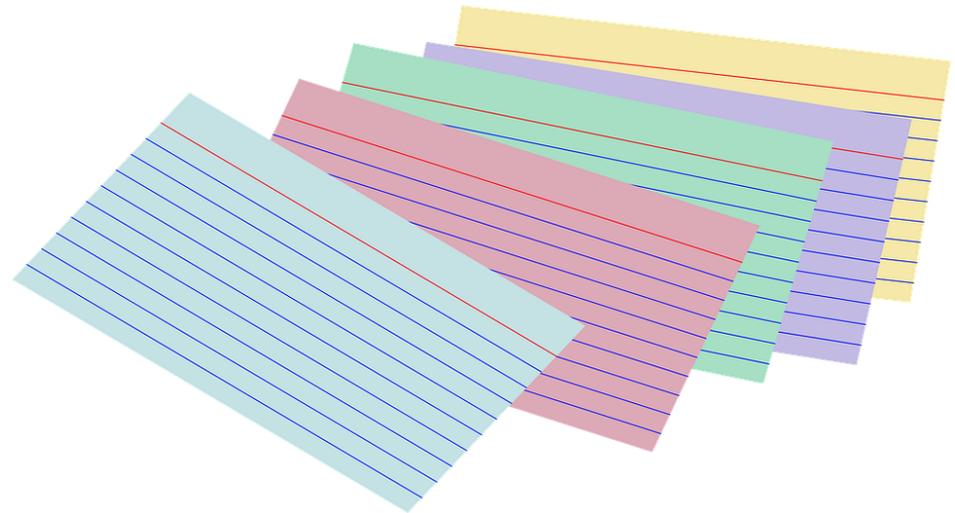
	Auburn SD	Bellevue SD	Experimental Education Unit
Background Info.			
Current Model (Staffing, curriculum, students)			
Benefits			
Challenges			
Other thoughts & info.			



Ongoing Feedback

Notecards:

What questions or comments do you have going forward?





Final Document

Vision

Mission

Pillars (foundation)

Shoreline Early Learning

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- Underserved populations
- Inclusive learning
- Culturally responsive teaching
- Working together with all families

Equity and Inclusion

- Tuition Assistance
- Meeting National/State Standards and Licensing
- Universal Design for Learning
- Blended/Inclusive Environments
- Advocacy for Sustained Funding
- Growing ECEAP and Head Start Capacity
- Trauma Informed Practices
- Braided Funding/Shared Resources
- Diverse Hiring Practices

Teaching and Learning

- Professional Development (high quality, time, aligned across programs, coaching)
- Collaboration and Planning (across and between programs)
- Evidence-Based Curriculum and Assessment
- Emphasis on Social-Emotional Development
- Strengths-Based Approach

Family Engagement and Outreach

- Single, Streamlined Application
- Natural Leaders
- Family Education and Engagement
- Responsive to Linguistic and Cultural Diversity
- Family Advocates
- Collaborate with Community Providers

The Early Learning Committee recommends an ongoing work group led by the Director of Early Learning to define the action plan moving forward. This representative work group will be comprised of members of the committee, parents, community, and early learning staff.





Vision & Mission



Shoreline Early Learning

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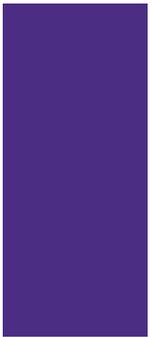
**Vision - 24
votes yes, 2
gifts of
support**

**Mission - 22
votes yes, 4
gifts of
support**

+ Pillars

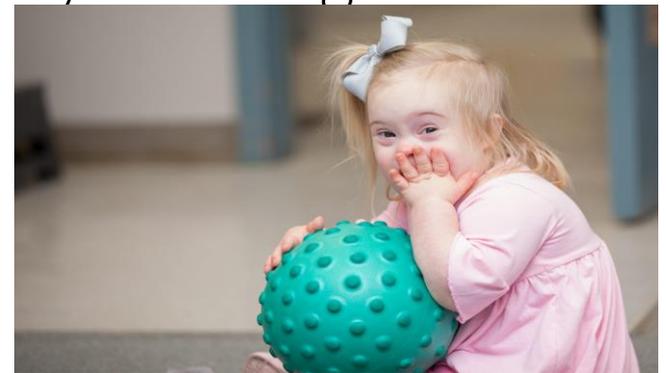
Equity and Inclusion	Teaching and Learning	Family Engagement and Outreach
<ul style="list-style-type: none">• Tuition Assistance• Meeting National/State Standards and Licensing• Universal Design for Learning• Blended/Inclusive Environments• Advocacy for Sustained Funding• Growing ECEAP and Head Start Capacity• Trauma Informed Practices• Braided Funding/Shared Resources• Diverse Hiring Practices	<ul style="list-style-type: none">• Professional Development (high quality, time, aligned across programs, coaching)• Collaboration and Planning (across and between programs)• Evidence-Based Curriculum and Assessment• Emphasis on Social-Emotional Development• Strengths-Based Approach	<ul style="list-style-type: none">• Single, Streamlined Application• Natural Leaders• Family Education and Engagement• Responsive to Linguistic and Cultural Diversity• Family Advocates• Collaborate with Community Providers

**Pillars - 26
votes yes, 1
gift of
support**



What we learned along the way

- Clarification of terms (e.g., equity, opportunity gap, UDL...) was important
- Snacks helped with morale!
- Representation of all staff and parents groups
- Focus on group learning since all coming from different knowledge basis of Early Learning



Living our Mission and Vision



Our mission and vision is actively used to:

- Communicate our school's purpose to the community, including possible granters
- Set goals as a school
- Prioritize professional development

Continuous Path of Improvement

Our mission and vision continues to guide our work

- Universal Design for Learning
- Using AAC in inclusive settings
- Race and equity work
- Partnering with families



Resources/Artifacts

- *Groups at Work* by Laura Lipton & Bruce Wellman
- Superintendent's Charge
- Sample Agenda
- Mission and Vision
- Note-taking Forms



Takeaways



- Collaboration is critical
- Inclusion of diverse group of stakeholders
- Protocols help balance voices
- Accessibility for team members: childcare provided, meetings held in late afternoon/evenings
- Learning to establish common ground
- “Not easy and not quick but worth it”

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

- 1. What are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?**

- 1. From what you learned today, what are some initial steps you can take and apply in your building?**





Hillery Clark
Director of Early Learning

hillery.clark@shorelineschools.org



Courtney Ryan
Instructional Coach & Special Education Teacher

courtney.ryan@shorelineschools.org



Dr. Scott Irwin
Director of Secondary Student Services

scott.irwin@shorelineschools.org



Stephanie Gregorich
Early Learning Coordinator

stephanie.gregorich@shorelineschools.org

To learn more about the Demonstration Sites Project

> **Please visit:**

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

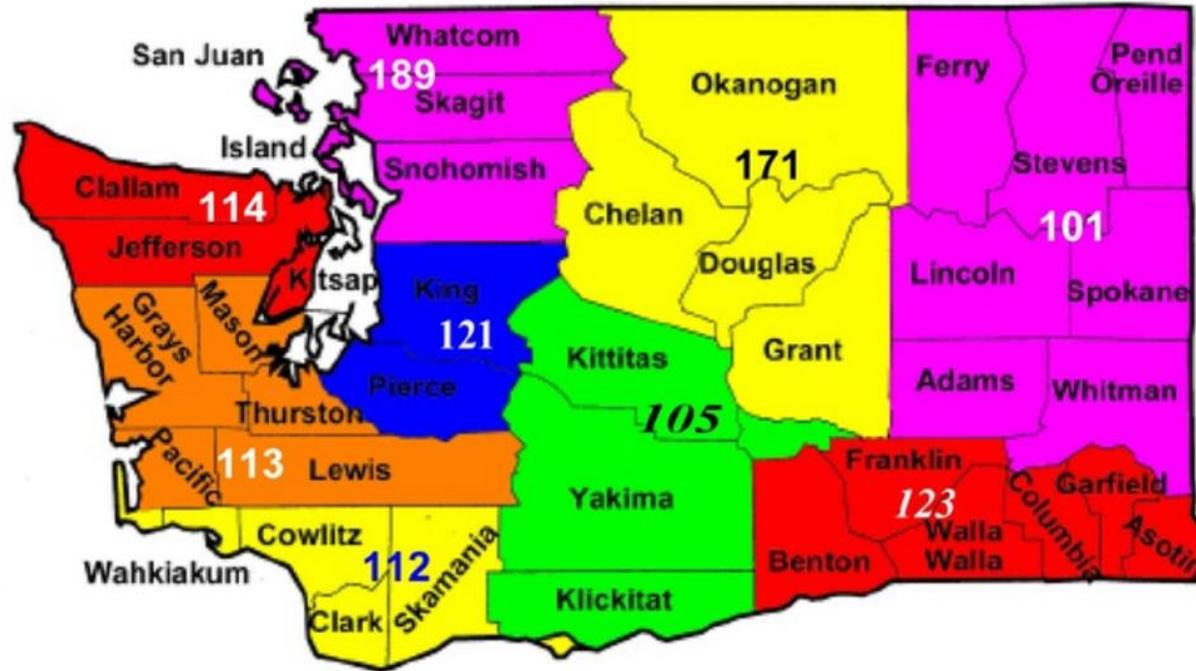
<https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project>

> **Or email, uwdemosites@uw.edu**



W Where are you joining us from today?

EDUCATIONAL SERVICE DISTRICT REGIONS



Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app



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

