INCLUSIVE EDUCATION PROFESSIONAL LEARNING PLAN FOR

LEADERSHIP TEAMS AND THE WHOLE SCHOOL

School: Date:

_____   _____

Outcome: A Building Leadership Team will engage in professional learning to build their own capacity so the team can then design a professional learning plan for the whole school to support the implementation of inclusive practices that promote belonging and inclusion for each and every student, including students with extensive support needs.

Overview: Based upon feedback and survey data from district and school personnel, **five priority areas** for this professional learning package were identified. These priorities included:

    A. The Rationale for and Research supporting inclusive education in order to communicate with families, students, community members, and school staff *(The recommendation is that all teams start here with A.)*

    B. **Collaborative Lesson Planning**
    C. **Inclusive IEPs and Education Day-at-a-Glance**
    D. **Creating a Culture of Belonging and Peer Engagement**
    E. **Inclusive Service Delivery**

Recommended Steps:

1. **WATCH** the Overview: Inclusive Education Professional Learning Plan (8 minute video) that describes navigating the Professional Learning Menu.

2. School leaders ensure that their school's building leadership team engages in this planning with a wide array of stakeholders (general educators, special educators, family members, and related service personnel). For those who aren't represented on the building leadership team, determine how to include those stakeholders in your planning and communication.

3. The building leadership team will consider school-based assessment results (e.g., Least Restrictive Environment Self-Assessment Tool, FIA, etc.) to prioritize the professional learning menu in this resource.

4. In support of your school's journey to inclusion, we recommend that you begin by discussing the first of the five priority areas, the "why" underlying inclusive school communities. Discussing the rationale and research for inclusive education is an

important place to start. This priority may require shifts in school culture and leadership and requires family and community participation. However, we have also learned that quite quickly you need to move to the "how" and "what" of inclusion. This is the focus of the remaining four priority areas.

A. Professional Learning Unit: Rationale for & Research Supporting Inclusive Education

PD Choices For Leadership Team	PD Plan For Whole School		
What	**What?**	**When?**	**Who?**
	choose the resources and topics will be prioritized and the order	*Add the dates PD dates and times*	*Leadership team will lead for the whole school. Sit in grade level teams*
Discuss the guiding questions from: Rationale for and Research Inclusive Education QUESTIONS and consider how the leadership team can use the school's vision and mission, develop commitment, and communicate that commitment to creating inclusive communities across the whole school.			
Discuss the guiding questions from: Leadership Team Discussion on Aligning School Vision and consider implications/actions in support of your work, recording any specific ideas for the whole school.			
Discuss the guiding questions from: Leadership Team Discussion on Developing Commitment to Inclusive Education and consider the implications of that discussion related to the specific learning materials and activities that you will use for discussing the "why" of inclusive education with members of your school community. This discussion may just inform your decisions for the next activity and may not result in any specific what, when, who plans.			

Explore resources to support next steps. Get a partner(s) and explore ONE resource from: [Rationale and Research Supporting Inclusive Education MATERIALS](#) Each partner group will review a resource and take notes on how it might be used and with what stakeholder groups in the school. Partner groups will share out with the whole team and then based upon that discussion, the team will create an initial plan of engagement with the whole school, identifying what, when, and who.			

The remaining four priority areas focus upon the "how" and "what" of creating effective inclusive school communities. They are:

> **B. [Collaborative Lesson Planning](#)**
> **C. [Inclusive IEPs and Education Day-at-a-Glance](#)**
> **D. [Creating a Culture of Belonging and Peer Engagement](#)**
> **E. [Inclusive Service Delivery](#)**

Each is important to achieving the positive teacher and student outcomes articulated in the [Professional Learning Desired Change and Resulting Outcomes for Inclusive Education](#). Each focus represents significant changes in paradigms, practices, and structures that support the teaching and learning that currently occurs in most schools. Each school community has its own strengths, needs, and vision and will be at different places in their journey to inclusion.

Therefore, the building leadership team needs to determine how they can work with others to most effectively address these **four** priority areas in their school community.

- Will the leadership team strive to address and make progress across all four areas?
- Will they prioritize an order for addressing the priorities?
- How do school-based assessment results (e.g, Least Restrictive Environment Self-Assessment Tool, FIA, etc.) assist the team in determining priorities for whole school communication and targeted learning opportunities to pursue for members of the school community?

For each of the **four priority areas** focused upon the how and what of inclusive practices, there is a menu of **Learning Materials** (in this document) and a corresponding **Facilitator Guide** (linked) with suggestions for designing the professional learning sessions. Based upon your leadership team discussions and review of the learning materials and activities, capture your initial plans for whole school communication and targeted learning for your whole school.

B. Professional Learning Unit: Collaborative Lesson Planning

For Leadership Team	⇨ Planning For Whole School PD		
What	**What?**	**When?**	**Who?**
B. Facilitation Guide	*Pre-Prof Learning Activity*	*Complete before first school PD*	*Leadership Team leads sharing out at start of 1st PD session*
1) Pre-Professional Learning Engagement Opportunity ● Start Your Collaboration Off Right!			
2) What does grade-level standards-based instruction look like fors students with significant cognitive disabilities? ● **Example: Third Grade Student & Literacy** (Video length- 10 min) ● Powerpoint slides (only) ● **Example: An Eighth Grade Student in Science** Video length - 7 min) ● Powerpoint slides (only)			
3) Lesson Planning in Inclusive Classrooms: Creating Grade-level Standards-based Lessons for ALL Using the Inclusive Big Ideas ● Introductory video (Video length - 6 min) ● Powerpoint slides (only) ● TIES Inclusive Big Ideas (Online resource)			
4) The 5-15-45 Tool: Linking Available Time with Meaningful Collaboration ● Introductory video (Video length- 6 min) ● Powerpoint slides (only)			

● 5-15-45 Tool (Online tool)			
5) Post Professional Learning Session Application (See B **Facilitation Guide**)			
Do You Want to Dig Deeper into Collaborative Lesson Planning? consider these resources:			
Standards-based Instruction for Students with Significant Cognitive Disabilities (Video- 14 min) Design for Each and Every Learner: Universal Design for Learning Modules			

For Leadership Team	For Whole School		
What	**What?**	**When?**	**Who?**
C. Facilitation Guide			
1) (Part 1) - Collaborative Conversations (including family and student voice) ● Inclusive IEP Development Worksheet (resource) ● Introductory video (Video length - 11 minutes) ● Powerpoint slides (only) ● Comprehensive Inclusive Education: General Education & Inclusive IEP (online resource)			
2) Creating Comprehensive Inclusive Education Programs-focus on IEP - Introduction and Overview (Part 2) ● Introductory video (Video length- 18 min) ● Powerpoint slides (only) ● Comprehensive Inclusive Education: General Education & Inclusive IEP (online resource)			
3) Creating Comprehensive Inclusive Education Programs - Everyday-at-a Glance (Part 3) ● Introductory video (Video length- 12 min) ● Powerpoint slides (only) ● Comprehensive Inclusive Education: General Education & Inclusive IEP (online resource)			
4) Creating Comprehensive Inclusive Education Programs - Ongoing Education and Support (Part 4)			

Information related to these resources and facilitation suggestions are presented in the PD Unit B: Collaborative Lesson Planning. (See **B. Facilitation Guide**) ● Inclusive Big Ideas (IBIs) (Video length - 6 min) ● Powerpoint slides (only) ● TIES Inclusive Big Ideas (Online resource) ● 5-15-45 Tool (Video length- 6 min) ● Powerpoint slides (only) ● 5-15-45 Tool (Online tool)			
5) Collecting Data Across Inclusive Settings and Classrooms ● Introductory video (Video length- 7 min) ● Powerpoint slides (only)			
6) Post Prof Learning Session Application (see C. Facilitation Guide)			
Do You Want to Dig Deeper into Creating Comprehensive Inclusive Education Programs? consider these resources:			
Comprehensive Education and Inclusive IEPs Goal Examples **MCIE Think Inclusive Podcast**: Julie Causton - Six Inclusive Education Strategies for Families. (30 min podcast)			

D. Professional Learning Unit: Creating a Culture of Belonging and Peer Engagement

For Leadership Team	For Whole School		
What	What?	When?	Who?
D. Facilitation Guide			
1) Creating a Culture of Belonging ● Introductory video (video length: 9 min) ● Powerpoint slides only ● Creating Communities of Belonging for Students with Significant Disabilities (Online tool)			
2) Facilitating Peer Engagement ● Introductory video (length: 8 min) ● Powerpoint slides only ● The Power of Peers: Introduction to Peer Engagement Implementation Guides (online tools)			
3) Post Prof Learning Session Application **(see D. Facilitation Guide)**			
Do You Want to Dig Deeper into Creating Cultures of Belonging and Facilitating Peer Relationships? Consider these resources:			
TIP#1 How Peers Can Support AAC Use by Students with Significant Communication Needs A Family's Journey of Inclusion Wide Open Spaces: Maggie's Story and/or From Presence to Contribution: A Family's Journey Towards an Inclusive Life (Webinar about Maggie) I Have Great Friends Student Athlete Spotlight: Jordan Genmark Heath (video) Erik Carter's Inclusion, Friendships, and the Power of Peers (article)			

E. Professional Learning Unit: Inclusive Service Delivery

For Leadership Team	For Whole School		
E. Facilitation Guide			
What	**What?**	**When?**	**Who?**
1) Myths and Facts ● OSPI's Myths and Facts about Inclusionary Practices or ● OSPI full resource			
2) Creating Systems for All: Inclusive Service Delivery Model - Part 1 Service Delivery Models ● Introductory video ● Inclusive Service Delivery Model - Intro Powerpoint Slides only			
3) Building foundations for Inclusive Service Delivery ● (Article) Precarious or Purposeful? Proactively Building Inclusive Special Education Service Delivery on Solid Ground Giangreco, M & Suter, J (2015)			
4) Creating Systems for All: Inclusive Service Delivery Model - Part 2: Resource Mapping ● Introductory video (Video length: 10 minute) ● Powerpoint Slides only ● Accompanying Resource Mapping Guiding Questions and Planning Tool			
5) Post Prof Learning Session Application (see E. Facilitation Guide)			

Do You Want to Dig Deeper? What is your focus?			
Focus: To develop an Inclusive Service Delivery Model for my school ● Use this tool Interactive Mapping Inclusive Schools by Giangreco ● Read Inclusive Service Delivery: A Proactive Model for Better Educating ALL students (Vandercook, T. et al 2019)			
Focus: To engage the community Video with James Whitfield from Be Culture ● How does James' explanation of system mapping align to discussions on resource mapping and leveraging? ● Why is it important to start with the people? **Strengths based Planning** ● Questions to ask about Personnel			
Focus: To create a Master Schedule UW Haring IPP Demonstration Sites: ● McMicken Elementary Master Schedule PPT ● McMicken Master Schedule Recording ● Core Values ● Inclusive Practice Tool: Master Schedule Review			
Focus: Learn more about educator roles in Inclusive Delivery Model ● **Block Scheduling** Handout (example) ● **Effective use of Paraprofessionals** Maslow's Hammer: teacher assistant research and inclusive practices at a crossroads. Giangreco, M. (2021) ● **OR WATCH** Dr. Giangreco presentation TASH Conference 2021 Maslow's Hammer: Paraprofessional Research and Inclusive Practices at a Crossroads			