

Demonstration Sites Project

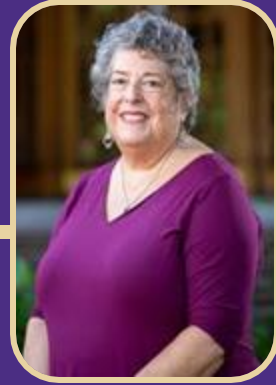
Virtual Site Visit

Mark Twain Elementary

UNIVERSITY *of* WASHINGTON

HARING CENTER
FOR INCLUSIVE EDUCATION





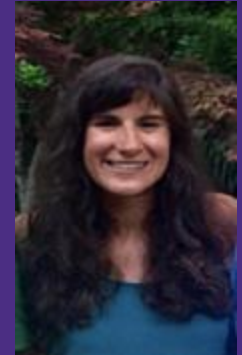
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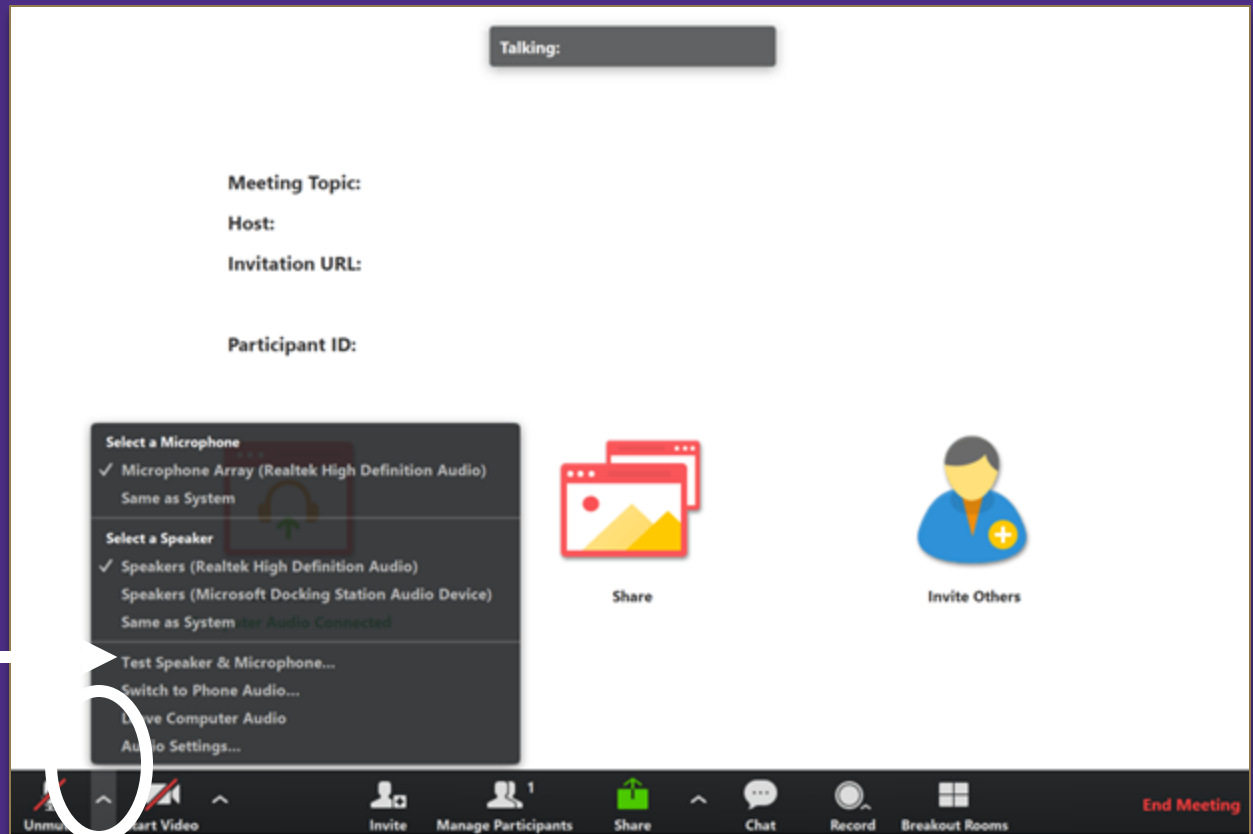
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Sound Check

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

Let us know you can hear us in the chat!

Test Audio



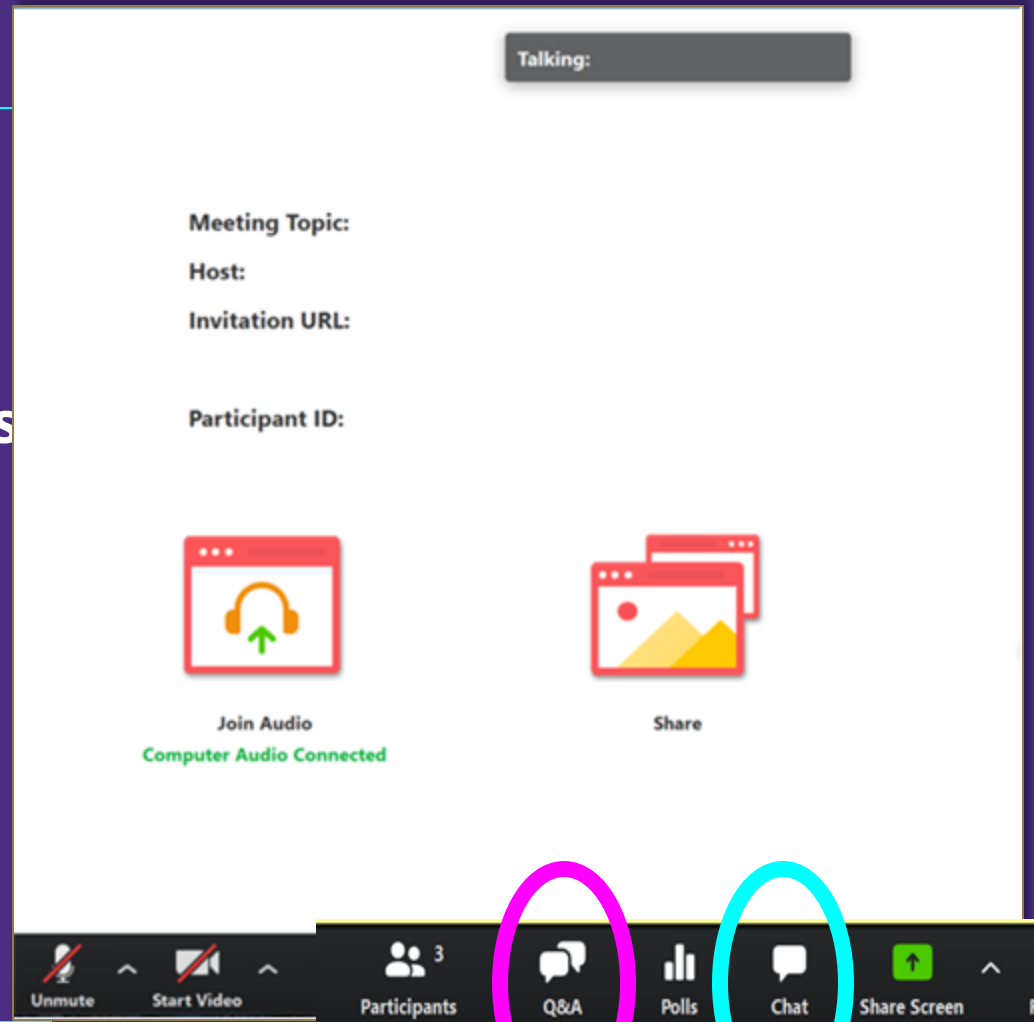
Getting Started

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



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.**



Please have your impact form ready

> You should have answered the following questions:

1. What are your schools inclusionary practices/needs that you hope to have addressed during the webinar today?
Consider the needs of—students, teachers, community, professional learning.
1. What is the impact you hope to have by bringing back what you learn to your school community?
Connect this to the needs you are looking to address.
1. What are the questions you want to explore today?
Think about personal experiences from your building.

Here is your impact form



OBSERVATION/IMPACT FORM

NAME

DEMONSTRATION HOST SITE

SCHOOL/ROLE

DATE

I found this visit valuable

1 2 3 4 5 6
NOT AT ALL SOMEWHAT VERY

PRE-OBSERVATION PLANNING:

1. What are your schools inclusionary practices needs that you hope to have addressed during your webinar today?
(consider the needs of-students, teachers, community, professional learning)

2. What is the impact you hope to have today by bringing back what you learn to your school community?
(connect this to the needs you are looking to address)

3. What are the questions you want to explore today? (think about personal experiences from your building)



Page 2: Your takeaways

WHAT ARE YOU LEARNING ABOUT INCLUSIONARY PRACTICES?

4. What do you hear students doing?

5. What do you hear teachers doing?

6. What instructional methods/materials are being used?

7. What are the systems, culture or leadership practices you see to support inclusive education?

8. What are the initial steps you can take from what you learned to support inclusionary practices in your school?



Practice the Chat

- > From your impact form, please share, an answer about what impact you hope today's webinar will have on your schools inclusionary practices.



Inclusionary Practices Partnerships



Washington Office of Superintendent of
PUBLIC INSTRUCTION



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

2 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 cultural initiative.**
- > In every school, there are effective practices and supports that can work for all students.
- > All schools are on a path of continuous improvement.
- > Outcomes of implementation of best practices transfers 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 .
1. Allow schools to **tell their stories** about best practices, systems, and processes that drive student success.
1. Create professional **peer-learning communities** where educators support educators, contributing to a culture of teacher-leaders.
1. **Support schools** so they can continue to strengthen practices, outcomes, and an inclusive culture.
1. 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.**



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?



Craig Mott
Principal



Malia Goodfellow
Associate Principal



Colleen McCourt
5th Grade



Jaime Chapple
3rd Grade



Jess Hughes
Para-educator



Bridget Middaugh
Special Education



Alisha Poling
Special Education



Lauren Hayes
Special Education



Amy Lanum
Safety Net



Julie Thomas
Safety Net



Taina Karru-Olsen
Parent

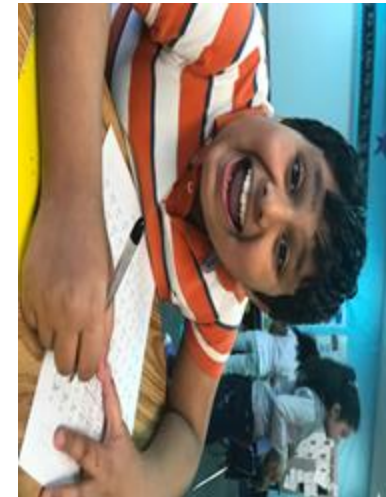
Introducing Mark Twain Elementary



We are Mark Twain Elementary



Home of the Bobcats!



Introducing Mark Twain Elementary

		2016-17	2017-18	2018-19	2019-2020
Student Enrollment (count)		580	603	623	658
Racial Diversity (%)	American Indian/Alaskan Native	0.5	0.0	0.6	0.3
	Asian	16.9	19.7	20.9	23.1
	Black/African American	1.7	1.8	1.8	2.0
	Hispanic/Latino of any race(s)	13.3	13.9	16.2	14.1
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.3	0.3
	Two or more races	10.0	10.8	10.4	10.6
	White	57.6	53.1	49.8	49.5
Students Eligible for Free/Reduced Price Meals (%)		16.6	15.5	16.1	14.9
Students Receiving Special Education Services (%)		13.3	12.4	13.8	13.5
English Language Learners (%)		16.6	16.8	18.6	18.2
Students with a First Language Other Than English (%)		28.0	28.8	30.4	29
Mobility Rate (%)		12.4	10.4	12.2	3.2



Highlighting the Following Inclusive Practices

- *Master scheduling*
- *Flexible service model*
- *Accessing Core*



Why did we start looking at our inclusionary practices?

Fardousa Salad - We teach all kids, not most. Each child deserves access to the best education we can give them in our gen ed classes. Being separated from their peers narrates to them that they can't be in our classes, that they can't learn there. Which is not true.



Alisha Poling - Equal opportunity is a human right in the public school system and morally it is the right thing to do.

Katie Frakes- All students can and will learn if they are given the tools and opportunities to do so. It is a teacher's duty and responsibility to be creative and figure out how to make learning accessible to ALL students.



Taina Karru-Olsen- After graduation, disabled students will go on to live their lives in the world we all inhabit. Education isn't simply practice for that but a meaningful way to participate in life and the world as it is.



What did we find?

- > **Institutional directionality**
 - > Meet the middle
 - > Categorizations of students
- > **We were not presuming competence, we were observing deficits**
- > **This conversation, along with all equity and social justice conversations, is hard**
- > **Partnership and communication with families**
 - > The parent is the expert on their child



Our Journey

- > 2020-2021 is year 5 of our journey and it continues today
- > We will share the 5 year pathway along with several detours we took along the way to converge at our current place



Laying the Groundwork

Year 1 and 2

- **Year 3 of having the “Learning Center” district program**
- **Begin identifying students needing to be a part of the school community**
- **Flexible service within special education programs**
- **School wide model for Restorative Practices and laying the framework of PBIS**
- **District focus on Equity and the Achievement Gap**
- **Students expressing concern about leaving class for groups**



What We Learned Year 1 and 2

- > **Reverse inclusion**
- > **Inclusion vs. integration**
- > **3 different models within the school**



Our High Leverage Moves

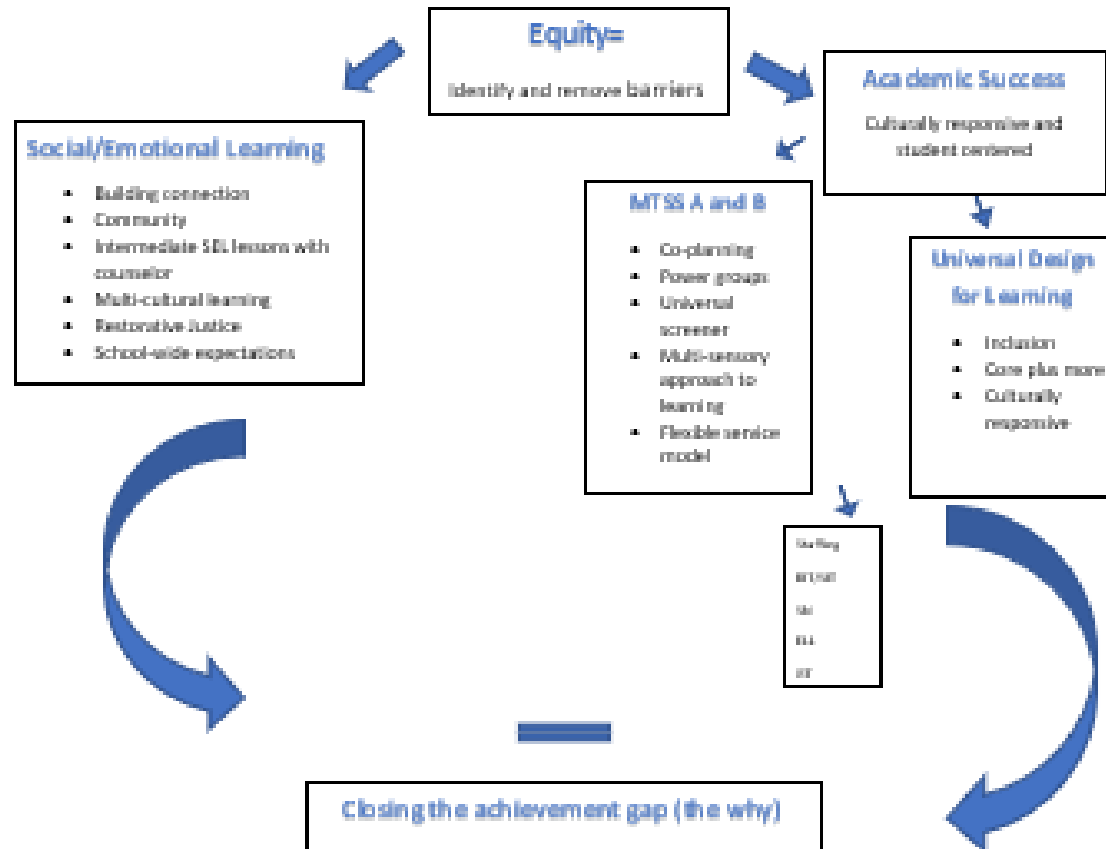
Year 3

- > **District MTSS/Inclusion committee work**
 - Divergence of school pilots (PBIS, SWIFT, Co-teaching)
- > **Site visits in Washington and Oregon**
- > **Students began to voice “no” to pull out and we started to listen**
- > **Staff were expressing concern over how often kids were pulled (ELL, SLP/OT/PT, Sped, Safety Net)**
- > **Identified LRE 80-100 should not be pulled from core instruction**



Our High Leverage Moves Year 3

Goal: To remove barriers in accessing curriculum and instruction.



Our High Leverage Moves Year 3

- > **Addressing staff concerns**
 - Took an interest approach
 - Less pull out
 - Common planning
 - More SEL support
- > **Separation, integration, inclusion for Learning Center students**
 - What was the purpose of inclusion (routines, social, academic, core)
 - Compliance



What We Learned

Year 3

- > **Began to see the benefit of the Safety Net model of core plus more**
- > **Inclusion is being a meaningful, learning, and contributing member of the general education classroom**
 - Engaging kids in learning vs. managing behaviors
- > **Staff fears**
 - De-privatization
 - “I don’t have the skills”
 - Adding Learning Center students into full inclusion
- > **Continued PD on UDL was needed**



Building Capacity

Year 4

- > **Develop master schedule to reflect**
 - Common planning
 - Power groups for all students
 - Developing access points to align with general education instruction
- > **Started working with TIES for our 3%**



What We Learned

Year 4

- > **All students, including Learning Center, students need meaningful inclusion**
 - We are not the gatekeepers of a students access to core
 - There is no criteria for inclusion (ex. needing to meet certain behavioral expectations)
 - Context vs. content
- > **Common data tool for ELA and math is imperative**
- > **Common planning for all grade levels**



What We Learned Year 4

- > **Multidisciplinary teams (grade level, ELL, SN, Sped) need protocols to have meaningful student centered conversations**
- > **Continued PD on UDL was needed**



Scaling Up

Year 5 and beyond

- > **Develop master schedule for online learning**
- > **Common planning (K-5)**
- > **Utilization of Fastbridge**
- > **Added Intervention Program**
- > **Partnership with TIES and Haring Center**
 - **3%**
 - **UDL PD**
 - **Protocols for team conversations**
 - **3rd grade team**
 - **K triad**



The Journey

- > **The journey hasn't ended, it has just begun**
- > **The journey looks different for everyone at Twain**
- > **We are learners**



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Parent Journey

- > **Meaning of disability in today's world**
- > **Assumptions regarding disability in education**
 - > Dissonance between evidence base and practices
 - > Dissonance between intentions and philosophy and established systems
- > **Family engagement as a checkmark vs. meaningful collaboration**
 - > Programming still grounded in best practice
 - Context and content
 - Special education is a set of services not a place
 - > System change *and* individualized parent advocacy



Safety Net Teacher

- > **Pendulum swing**
 - > History of inclusion LWSD
- > **Core instruction accessible to all learners**
 - > Core + More
- > **Data – Screening & Progress Monitoring**
 - > Informed instruction
- > **Diversifying leadership**
 - > Team collaboration



Special Education Teacher

> **Bridget**

- **Collaboration with general education teachers**

> **Lauren**

- **The effect that inclusionary and non-inclusionary practices have on students' well-being**



Student Journey

- It's always weird coming back from small group. We'd always get stares because people would wonder why we keep leaving. Sometimes, we would have to walk by the white board in front of everybody to get to our seat. I like this because everyone is leaving at the same time. (Amanda Nichols- former Twain student)



Student Journey

– Calvin



Classified Staff Journey

- Changing the role of paras
- Meaningful engagement
- Team collaboration and support
- Individualized supports for student
- Peers, not projects



General Education Teacher Journey

> Jaime

- Began working at Twain right after college and witnessed the progression into being an inclusive school
- Noticed a huge difference between students who are pushing into the general education classroom and students who have always been in the general education classroom
- Takes plenty of collaboration and intentional planning



General Education Teacher Journey

> Colleen

- Pre-K – middle of 4th grade student in Learning Center
- In 4th grade started to transition to general education classroom for longer periods of time
- In 5th grade was in general education classroom majority of the school day
- The student was taken away from a familiar setting and surroundings
- Hard work for all involved
- Lessons learned
 - > Intentionality and honest communication is key
 - > Get students involved earlier in education career
 - > Work to bridge the gap between the student being a project and becoming a peer



Remote Learning Journey

- > **Mindset changes**
 - How do we create access to core instruction in a remote world for our kids
- > **Taking principles of UDL to develop access points**
- > **Meaningful team collaboration**
- > **Most impacted kids in building**
 - Adult barriers
 - But not excluded while in person
- > **Intentional conversations on grade level teams**
- > **Parent partnerships**



What We Learned Along the Way

- > **The goal of special education is not to “fix” perceived deficits but rather create ramps to supporting, rigorous learning environments in which competence is presumed and student success is expected and encouraged**



What We Learned Along the Way

- > **Gen ed teachers (with coaching and support from the SPED teacher and other interventionists) have the skills to meet the needs of most students—paraeducators and b-techs are sometimes needed to provide supplemental support to kids in the classroom**



What We Learned Along the Way

- > **Supports can be provided to students by members of his/her IEP team and can help increase the amount time spent in gen ed, level of engagement, quality of work, and grades**
- > **SDI**
 - **Varies and is flexible**
 - **Implicit and explicit**
 - **Progress monitoring**
 - **Insert Gracie video**



What We Learned Along the Way

- > **Diversify leadership**
 - Highlighting expertise in the building and building capacity
- > **Flexible service model**
 - Finding different ways to serve students
 - Kids needed access to other groups
- > **Widen the opportunity to learn**
- > **Collaboration**
- > **Doesn't have to be district wide**
- > **Access points are not inclusion, it goes back to being in the community**



To Be Continued...

- > **There is no one way to do this**
- > **We are all learning from each other**
- > **This is hard, daily work but it is WORTH IT!**



Resources/Artifacts



BEGIN UW WRAP UP



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

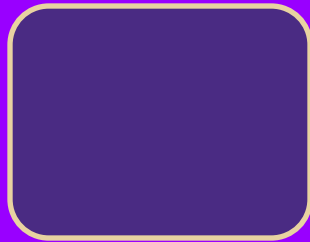
- 1. What are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?**
- 2. From what you learned today, what are some initial steps you can take and apply in your building?**



COPY DEMO SITE TEAM PIC PAGE



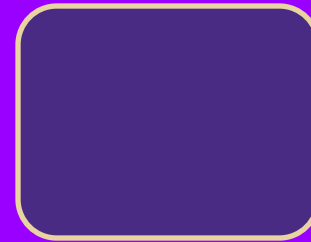
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To learn more about the Demonstration Sites Project

> 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



🗨️ When poll is active, respond at PollEv.com/uwharingcenter

📱 Text **UWHARINGCENTER** to **22333** once to join

W In ONE word, what are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?



Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

Total Results



Evaluation and Clock Hours

Google Form

<https://docs.google.com/forms/d/e/1FAIpQLSesVxE0vW2HiMjW63w1dHnEkOmHa7g3wLfPPf-Ywmw1y8m40Q/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



ADD

SCHOOL

LOGO