

Demonstration Sites Project

Virtual Site Visit

Sehome High School

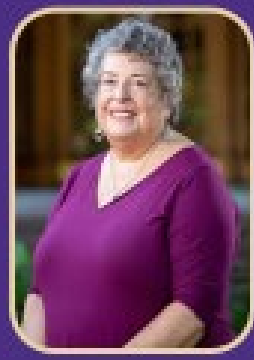
UNIVERSITY of WASHINGTON

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
UW Haring Center
Inclusion Specialist



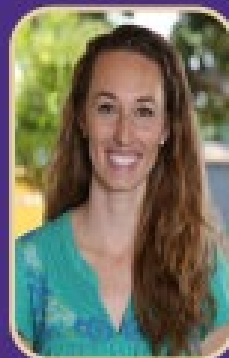
Jill Locke, PhD
UW Research
Assistant Professor
Implementation Scientist
Speech & Hearing



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



UW Haring Center IPP Demonstration Sites Team



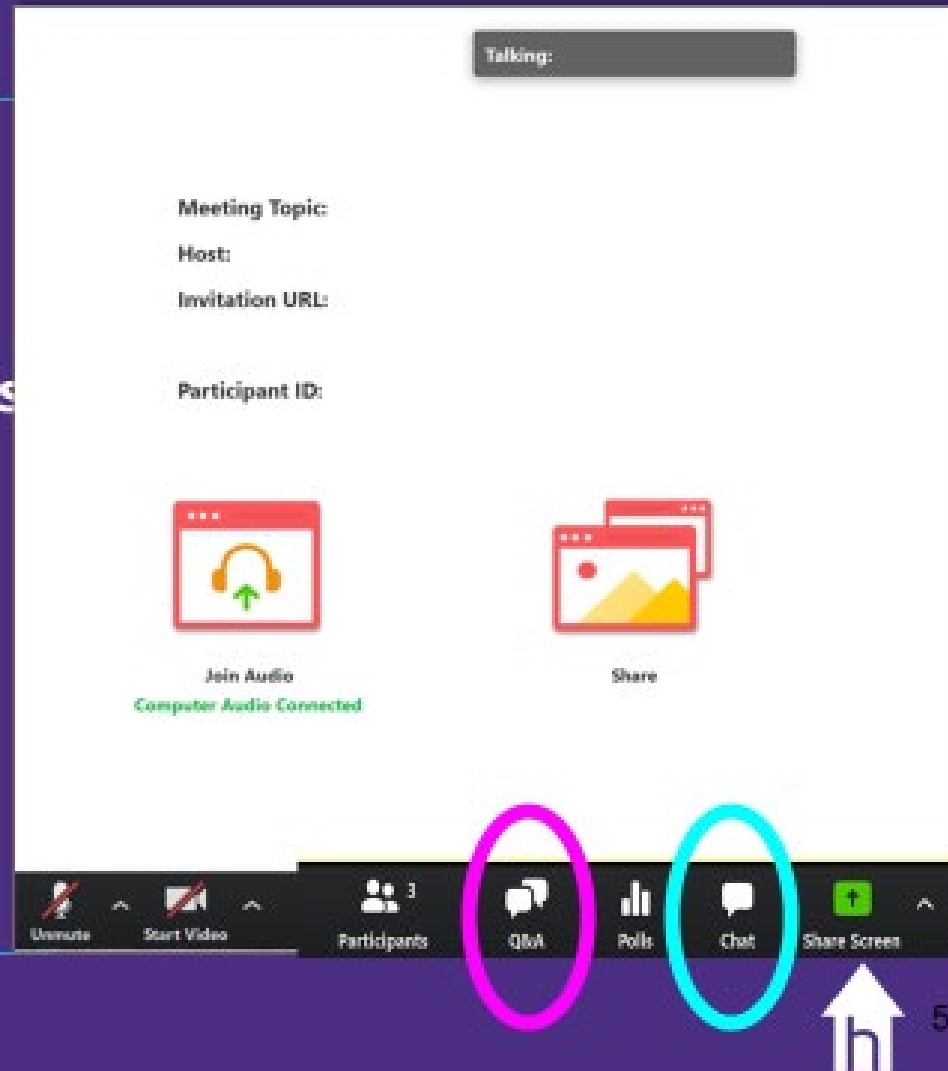
Getting Started

- **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 week.



Webinar Etiquette

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



Practice the Chat

- > Please share 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

2

Statewide Professional Development

District Leaders: AESD, CLS, WASA	School Leaders: AESD, AWSP, CCTS, CLS, SWIFT	Local School Board: WASA	Educators: AESD, CCTS, CLS, SWIFT, WEA	Education Support Personnel: WEA, CCTS	Families & Students: FEC	Preservice Leaders: AWSP	Preservice Educators: CEEDAR
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3

University of Washington Haring Center

Inclusionary Demonstration Sites	TIES Center Collaboration for Inclusion of Students with Significant Cognitive Disabilities
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4

Inclusionary Practices LEA Pilot Sites

246 Schools in 100 LEAs, serving over 20,400 students with disabilities!

5

University of Kansas Center for Research

Research & Supports for Online/Virtual Specially Designed Instruction



Washington Office of Superintendent of
PUBLIC 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 1

Who's here?

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





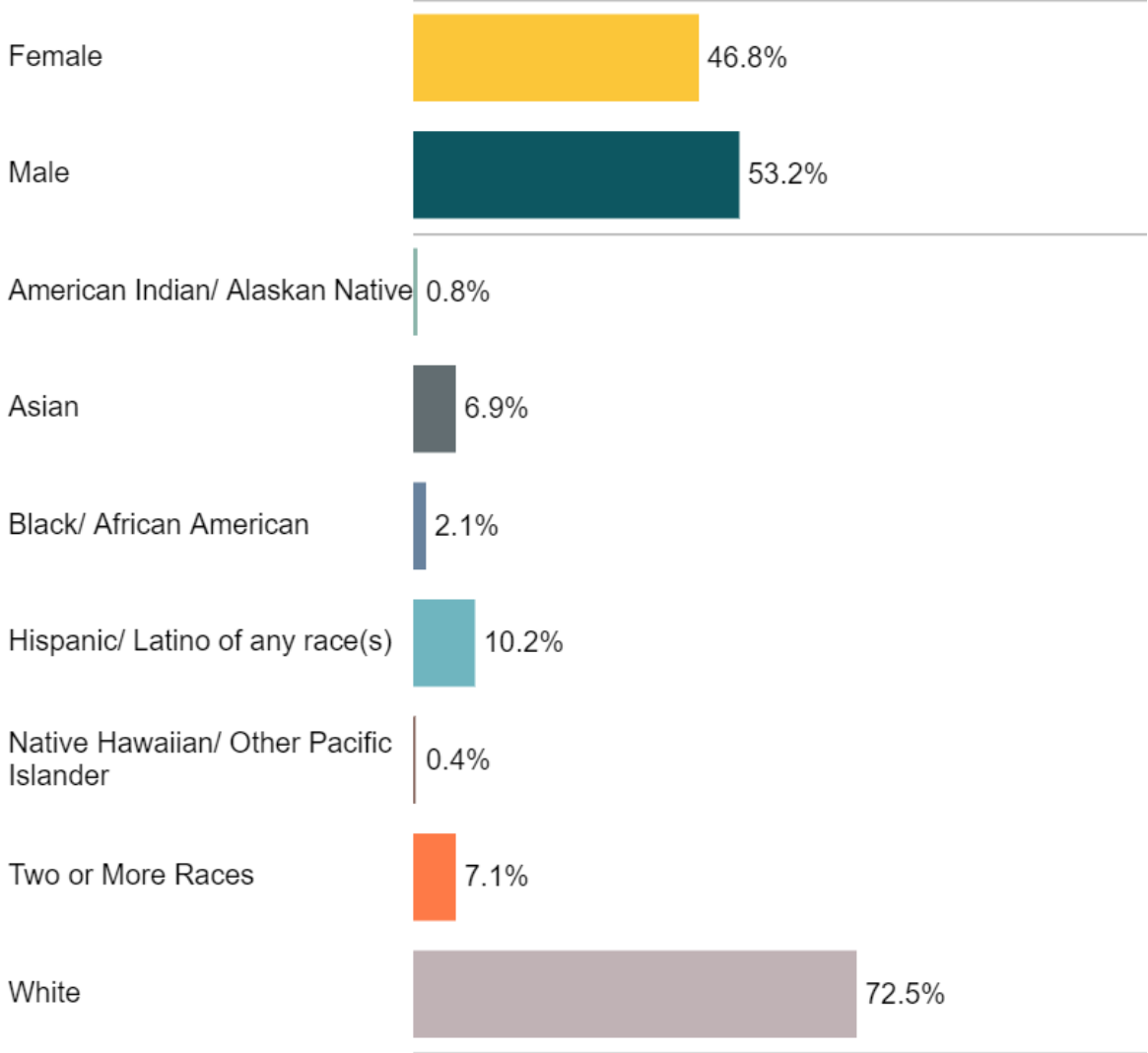
Our Journey Towards Inclusion

SEHOME HIGH SCHOOL
Bellingham, Washington



Sehome High School

- Bellingham, WA
- 3 comprehensive high schools
- 1 alternative high school
- About 1200 students
- 12% students with disabilities
- 22% qualify for free and reduced lunch



the Bellingham Promise

vision

We, as a community, make a collective commitment to Bellingham's children. We will empower every child to discover and develop their passions, contribute to their community, and achieve a fulfilling and productive life.

mission

We collectively commit that our students are cared for and respected, and that they will graduate from our schools prepared for success. All students will be exceptional in their own way, with strong character, a passion for learning, and ready for the widest range of educational and vocational options to support a diversity of life choices.

core beliefs

We believe:

- all children should be loved,
- the whole child is important,
- every child can learn at high levels,
- early learning and development are critical,
- learning is lifelong and essential to a high quality of life,
- compassion and service build community,
- teaching children to do their best involves self-reflection and reaching higher,
- diversity enhances a strong and healthy community, and
- together we achieve more than alone.

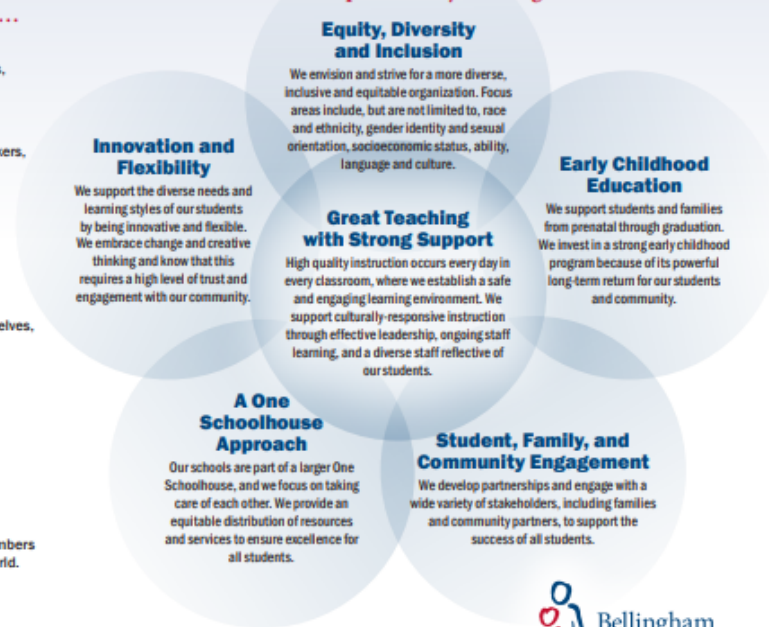
outcomes

We develop students and graduates who are...

- KNOWLEDGE**
 - readers and writers,
 - scientists and mathematicians,
 - historians and global thinkers,
 - artists and performers,
 - artisans and technicians,
 - multilingual readers and speakers,
 - skilled users of technology and information,
- CHARACTER**
 - leaders, collaborators and team players,
 - dependable and responsible people,
 - confident individuals who continuously challenge themselves,
 - respectful and compassionate humans,
 - honest and ethical individuals who act with integrity,
- ACTION**
 - healthy, active individuals,
 - critical thinkers and problem solvers,
 - effective communicators,
 - innovators and creators, and
 - well-rounded community members engaged with the broader world.

key strategies

We will accomplish this by focusing on...



bellingshamschools.org

core beliefs

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- all children should be loved,
- the whole child is important,
- every child can learn at high levels,
- early learning and development are critical,
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key strategies

We will accomplish this by focusing on...

Equity, Diversity and Inclusion

We envision and strive for a more diverse, inclusive and equitable organization. Focus areas include, but are not limited to, race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language and culture.

and
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Early

Overview – Our Plan for Today

- Our Journey
- Inclusionary Practices Highlighted
 - Master Scheduling
 - Co-Teaching
- Barriers and Next Steps
- Take-Aways

Our Team Presenting Today



Kim Brunelle
Exceptional Education



Kevin Candela
Exceptional Education



Monique Carpenter
Exceptional Education



Sonia Cole
Principal



Angie Desler
General Education
Math Co-Teacher



Erin Furda
Exceptional Education



Kacy Keck
Exceptional Education



Gwen Nyman
General Education
English Co-Teacher



Julie Ross
General Education
Science Co-Teacher



Steve Terreri
General Education
English Co-Teacher



Liesl Vial
Exceptional Education

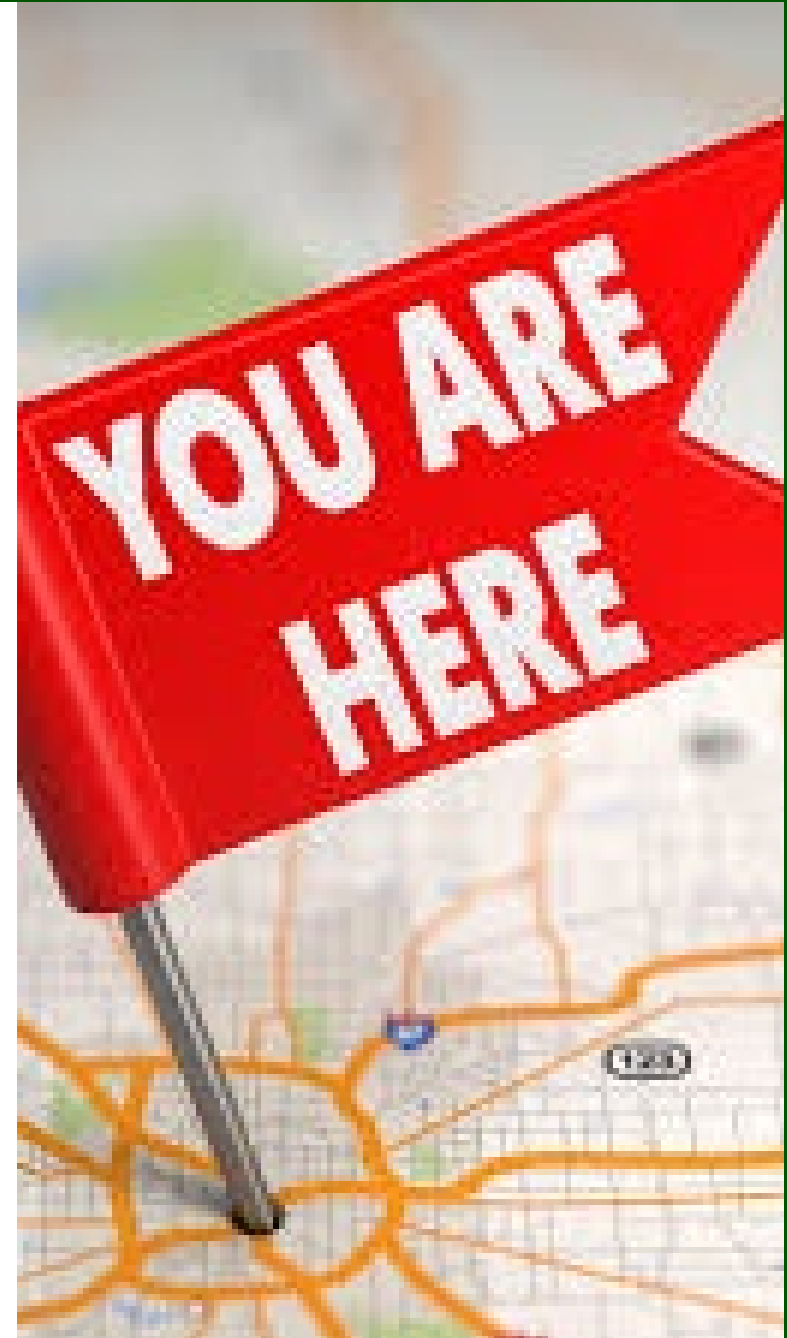
Our Starting Point

- **2007-Life Skills Program**
 - Our Life Skills program was fully self-contained.
 - Adaptive PE was the only class students were accessing outside of this self-contained classroom.
 - 100% of the students in Life Skills were accessing general education in the 0-39% range.

Our Starting Point

2007 - Resource Program

- Some movement towards inclusion of students with IEPs
- Students in the resource program were enrolled in general education classes but were not experiencing success.
- Lead and support model only



Fear of the Unknown

2010-

- Students and families begin to request more classes in gen ed
- Feeling the need to ask permission to include students with disabilities rather than their educational right
- Students in classes based upon test scores



Our First Steps

2012 – Anchor

Including students from our Life Skills program in Anchor with their peers was a HUGE first step.

Our First Steps

2015 – Instructional Rounds

Change in school culture: opening doors, visiting classrooms, reflective discussions



Participating in Instructional Rounds helped me make improvements to my own practice.



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



Work to Be Done

2014-

- Life Skills program was located on the lower floor/basement.
- Students with significant disabilities were not included in any academic classes with their peers.
- Multiple resource special education classes
- Stigmatizing language and school culture
 - “IEP students”, “SPED”, “those kids”, “your kids”, “my kids”

Let's Rock the Boat

- **2014-**

- Two new special education teachers join the Sehome family.
- We begin experimenting with a new vision for co-teaching.



2nd SEMESTER							
"A" Day				"B" Day			
Period 01	Period 02	Period 03	Period 04	Period 05	Period 06	Period 07	Period 08
ENGLISH DEPT							
PLAN	ENG201 w/ Nyman	ENG201 w/Nyman	ENG201 w/Nyman	ALG1 w/ Desler	PLAN	ALG1 w/ Desler	ALG1 w/ Desler
BIO w/Ross	BIO w/Ross	VOC	PLAN	PLAN	ENG101 w/Terreri	ENG101 w/Terreri	ENG101 w/Terreri
FINAN ALG (w/ Hiett)258	PLAN	ENG 301 (w/Tucker)266	MYTH/FOL (w/Terreri)	FINAN ALG (w/ Hiett)	MATH SKILLS	PLAN	
PLAN	ENG201	ENG201	ENG201	AP LIT	AP LIT	PLAN	ENG301
				ENGL SKILLS	PLAN	Creat Wrtg w/Casey 257	Creat Wrtg w/Casey 257
MYTH/FOLK	PLAN	MYTH/FOLK	MYTH/FOLK	PLAN	ENG101 w/ McEachran	ENG101 w/ McEachran	ENG101 w/ Furda
ENG301	PLAN	ENG301	YEARBOOK	ENG101	ENG101	PLAN	ENG101
MATH DEPT							
PLAN	ALG 1	ALG 1	ALG 1	ALG 1/ STRAT	PLAN	ALG 1	ALG 1
GEOMETRY w/Leita	PLAN	GEOMETRY w/Leita	GEOMETR Y	PLAN	MATH SKILLS (Rm 264)	ALG 2 w/Hahn	ALG 2 w/Hahn
PLAN	Traffic Safety	ALG 2	ALG 2	PLAN	Traffic Safety	ALG 2	ALG 2
GEOMETRY	PLAN	GEOMETRY	GEOMETRY	GEOMETRY	PLAN	AP CALC AB	GEOMETRY

Master Schedule

- ✓ Prioritize common planning times for co-teachers
- ✓ Limit number of co-teaching partnerships
- ✓ Allow partnerships to continue over time
- ✓ Collaborate with departments on student placement

Expanding Number of Co-Taught Classes

Algebra 1 & 2

Sci-Fi

Creative Writing

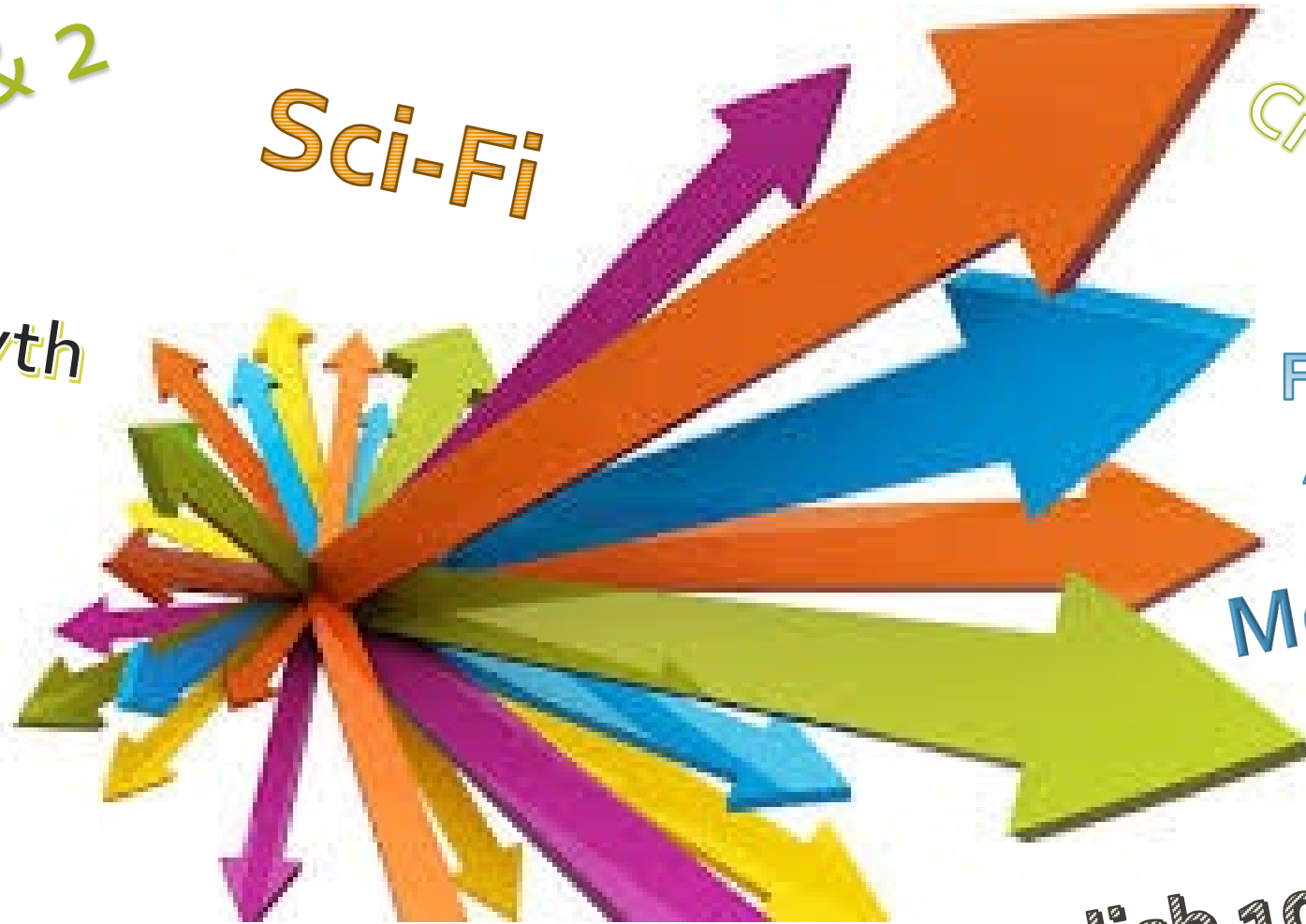
World Myth

Financial Algebra

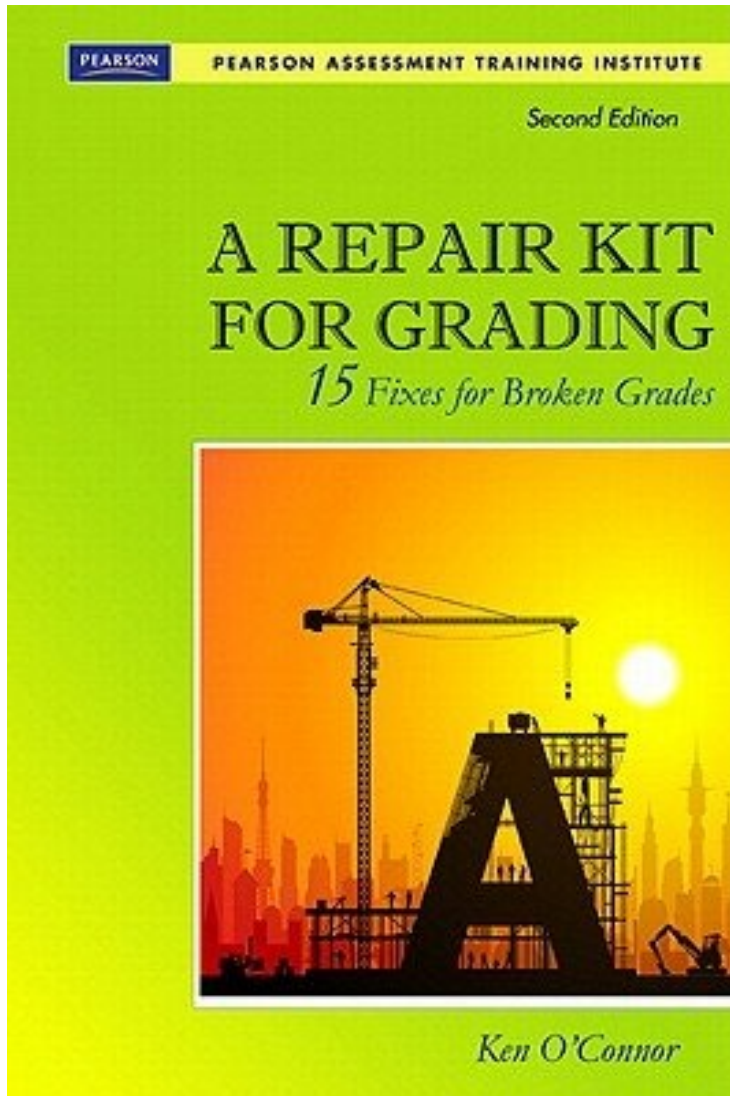
Biology

Media Studies

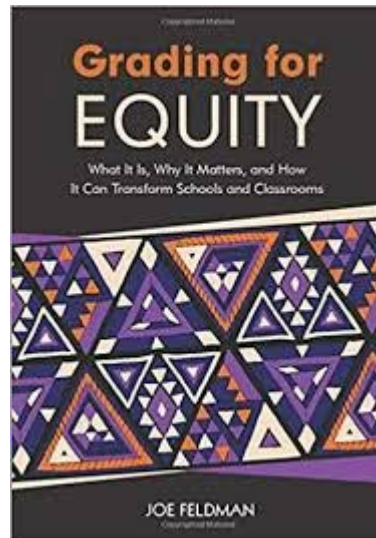
Geometry



English 101, 201, 301

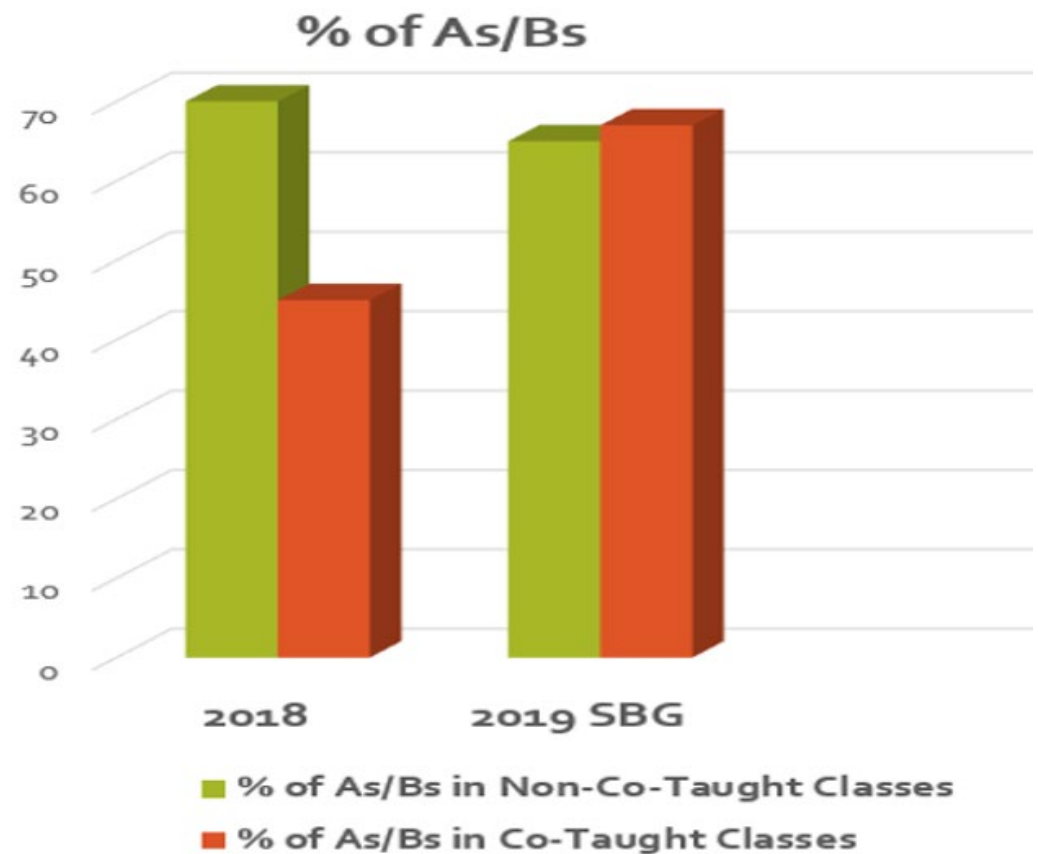
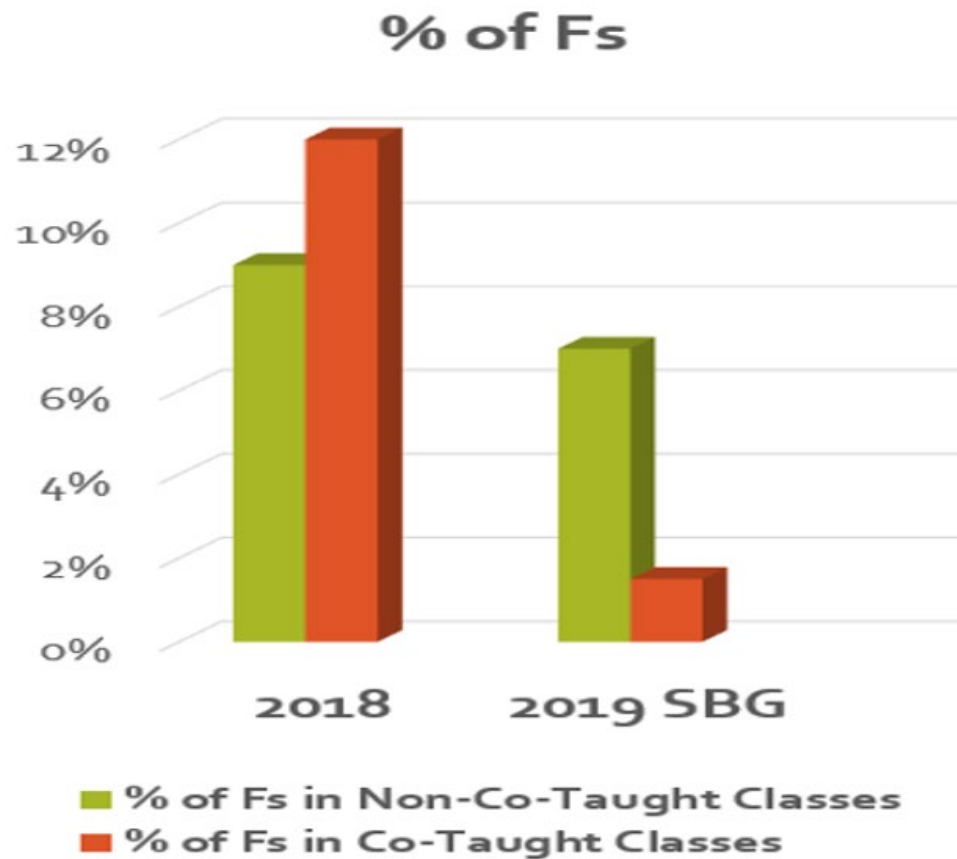


- **2015-2019:** Cohorts of staff attend Assessment Training Institute (ATI) - Standards Based Grading Conferences



“ Our grading system has to push against the aspects of the real world that are unjust and unfair, that judge people without opportunities for redemption, and that evaluate with harsh consequences rather than offering feedback, dialogue, and support. ”

Example of Impact: Standards Based Grading in Biology (2018-2019)



Building Capacity

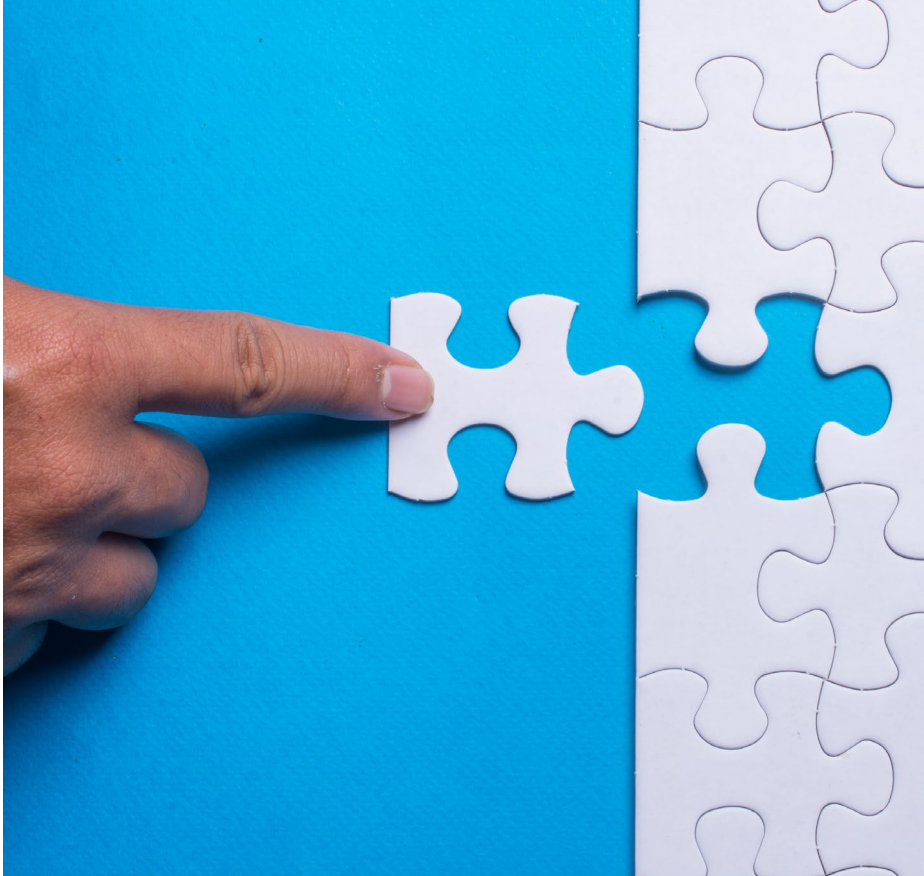
- **2015-present**

Professional development was needed

- All staff training on special education law & language
- Emphasis on accommodations vs. modifications

Co-Teaching professional development

Presentation to our district leadership team



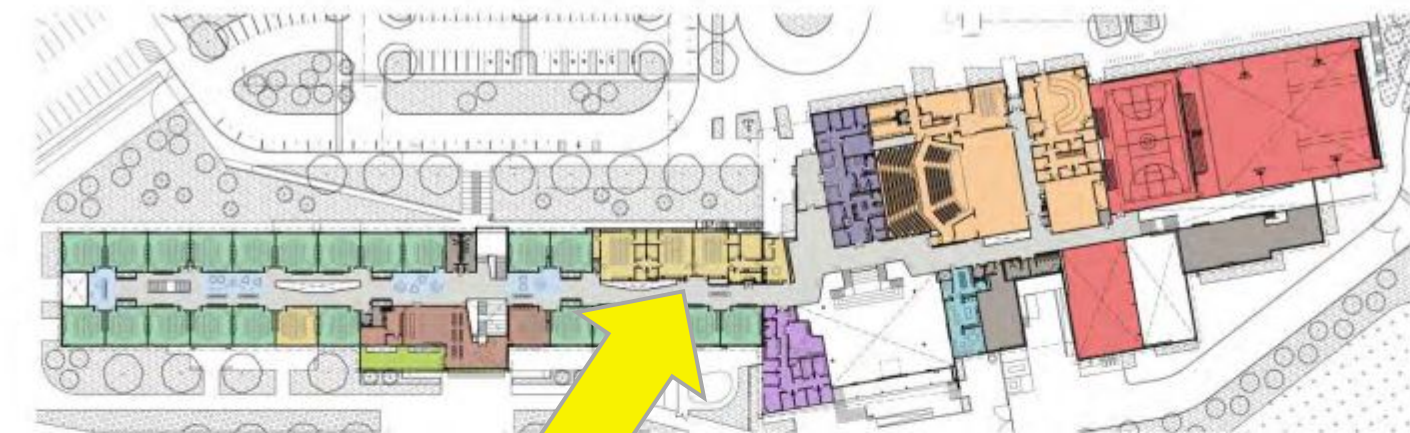
Staffing

- 2018-present
 - Finding the “right” staff for the job
 - Interview questions focused on inclusion
 - and co-teaching skills and experience
 - Supports and mentoring for new staff
 - Converting paraeducator FTE to Exceptional Education teacher FTE

New School and Rebranding



New School and Rebranding



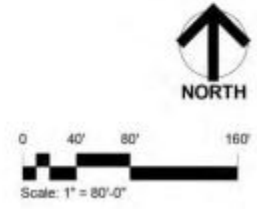
Level 2



Level 1

Program Legend

- ADMIN
- BUSINESS
- CIRCULATION
- COMMONS
- COUNSELING
- CTE
- EXT. LEARNING
- EXTERIOR SPACE
- FACULTY
- GEN. ED.
- GRADS
- LIBRARY
- PERFORMING ARTS
- PHYS. ED.
- SCIENCE
- SPED
- SUPPORT
- VISUAL ARTS



Resource Then (2014)	Resource Now (2021)
12 special education resource classes	2 special education resource classes
8 co-taught classes	22 co-taught classes

Life Skills Then (2007)	Life Skills Now (2021)
100% of students = 10% or less in General Education	90% of students = 35% or more in General Education



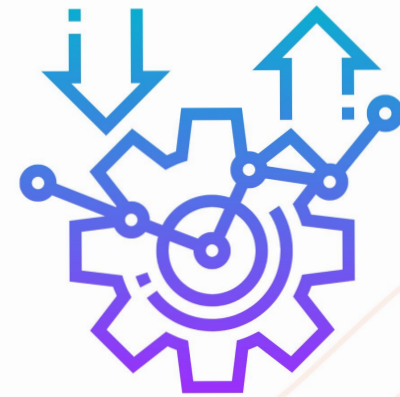
Co-Teaching



Co-Planning



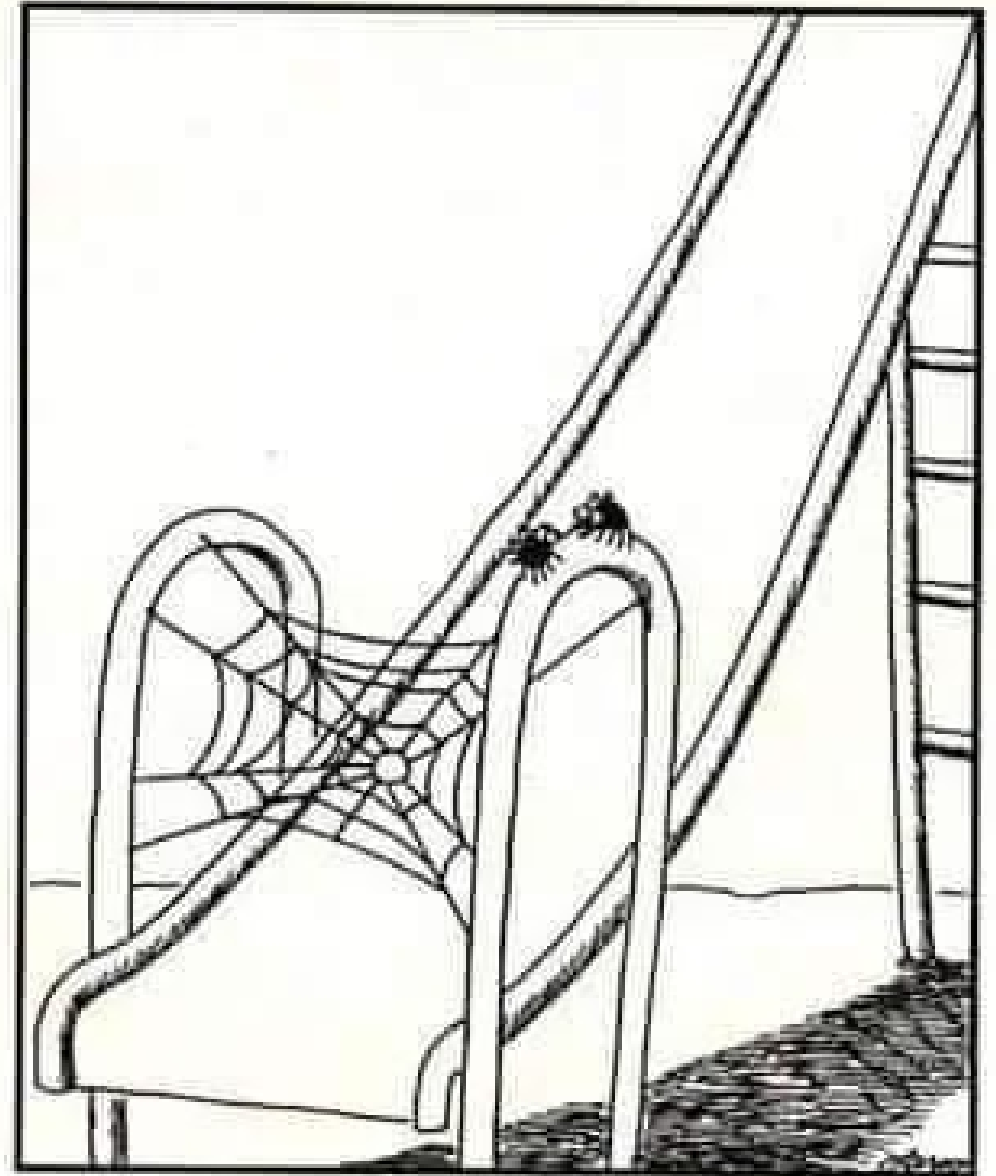
Co-Instructing



Co-Assessing

Co-Planning, Co- Instructing, Co-Assessing

- Equity in shared roles
- Role blending
- Ownership of ALL students
- Universal Design and assessment

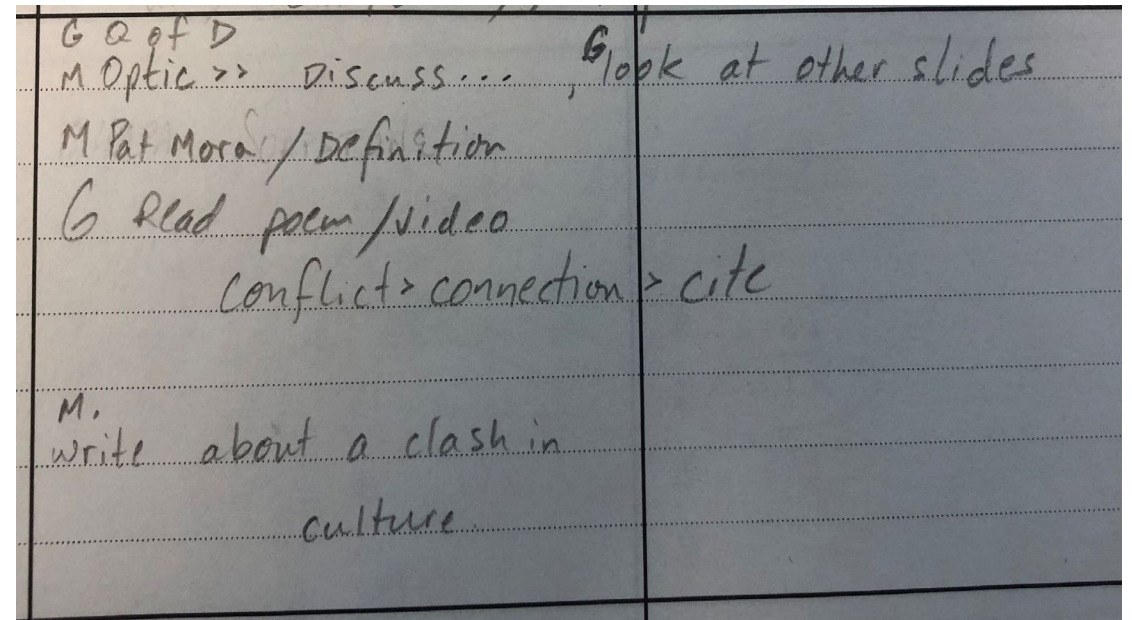
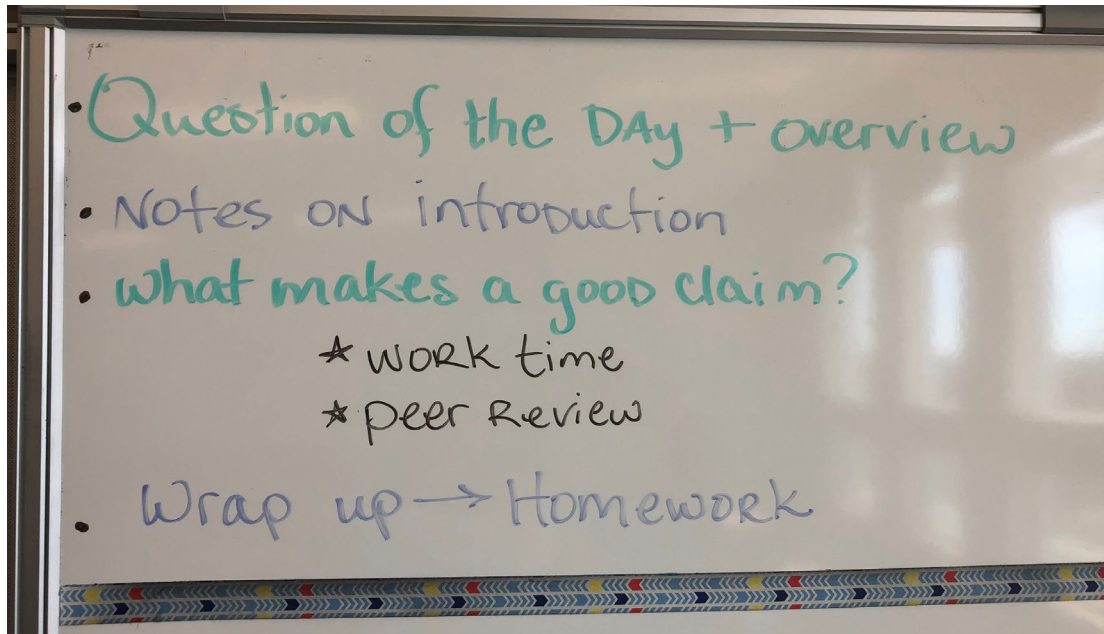


"If we pull this off, we'll eat like kings."

Co-Planning, **Co-Instructing**, Co-Assessing

- Equity in shared roles
- Role blending
- Ownership of ALL students
- Universal Design and assessment

A Shared Classroom



Co-Assessment

Both teachers work together to support the assessment needs of ALL students.

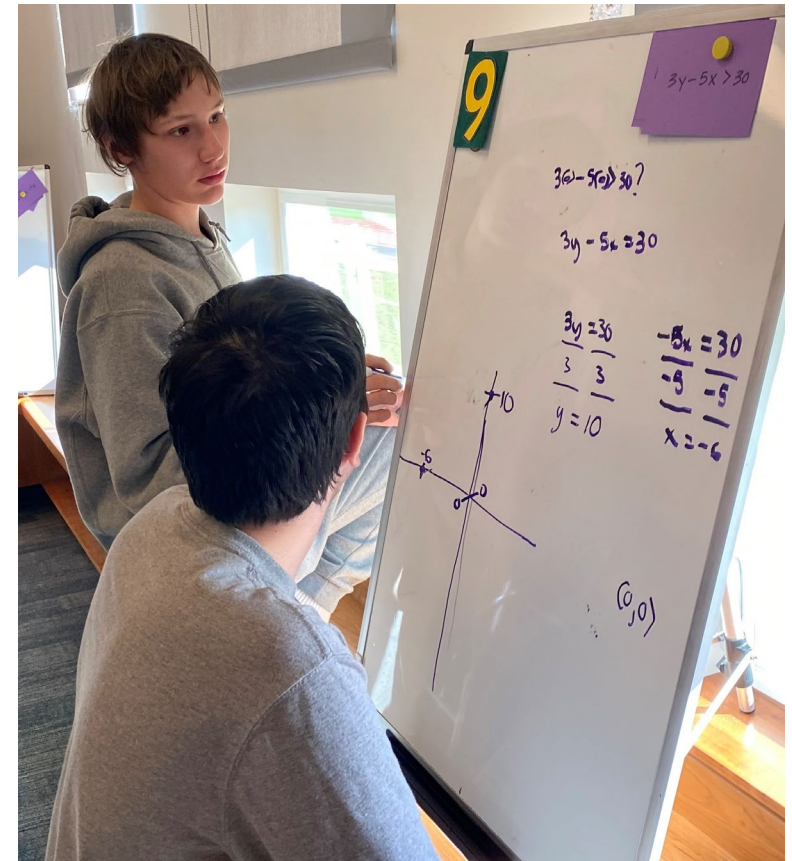
- ✓ Shared grading philosophy and decision making
- ✓ Focus on individual student growth
- ✓ Make learning goals transparent to students

Goal #	Linear Systems	1st try	2nd try	3rd try <i>(optional)</i>	4th try <i>(optional)</i>	Final Score Summative
5A	I can identify the two variables given in a word problem and write a system of linear equations to model the situation.	2	3	3		3
5B	I can solve a system of two linear equations by graphing and interpret the solution.	2	4			4
5C	I can solve a system of two linear equations algebraically .	1	2	2	3	3

Co-Assessment

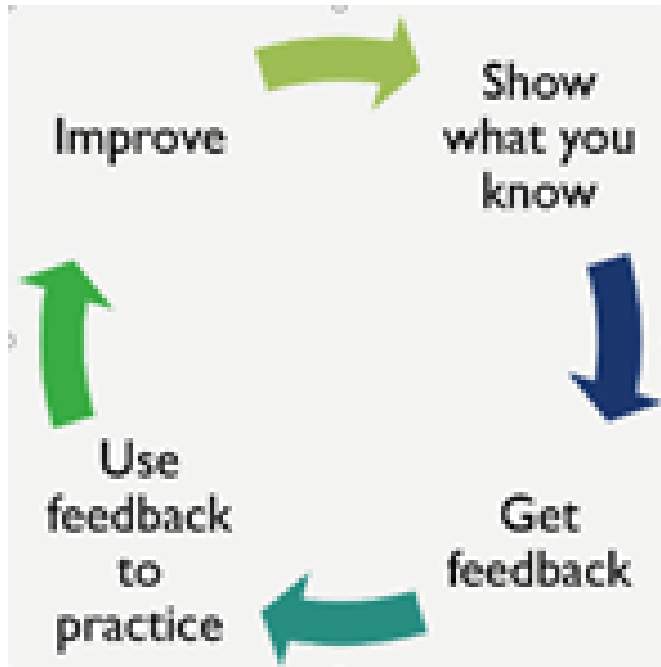
Both teachers work together to support the assessment needs of ALL students.

- ✓ Accommodations & Modifications often benefit ALL kids
- ✓ Create activities that will elicit evidence of learning
- ✓ Provide feedback that will move learning forward



Co-Assessment

- Formative assessments reflect objectives
- Formative assessments drive co-planning
- Summative assessments reflect objectives



UNIT 5 Formative Assessment #3: Natural Selection

Objective #3: I can explain how NATURAL SELECTION occurs through understanding of:

- How the ENVIRONMENT, including the ability to collect natural resources, dictates which traits are more beneficial
- How individuals with MORE BENEFICIAL TRAITS survive to reproduce
- How reproduction passes on more beneficial traits

Success Criteria Self Assessment:

Use the descriptions to the right to determine your personal level of understanding for this learning objective. Circle the level that you are at today.

	Success Criteria: Assess Yourself
4 Advanced	I got them all correct and was able to thoroughly explain my reasoning. I could teach this to someone else.
3 Proficient	I got them all correct and was able to clearly explain my reasoning.
2 Developing	I got some parts correct but had some misunderstandings. What were your misunderstandings? (Write here):
1 Little or No Evidence of Skill or Understanding	I am not sure how to do this. I only understand a little bit of this, I need more practice. I have not learned this yet because I was absent.

FORMATIVE ASSESSMENT QUESTIONS:

Read the 4 statements below and decide which statement about natural selection is CORRECT.

Can Natural Selection Change Your Genetic Code?

A. Yes, Natural Selection chooses which DNA should change to help the organism better fit their environment



B. No, Natural Selection chooses the most helpful DNA that already exists, organisms with this DNA better fit their environment



C. Yes, Natural Selection causes DNA to randomly change, and sometimes those changes help the organisms better fit their environment



D. No, Natural Selection randomly gets rid of some of the DNA that already exists, and sometimes the best is most likely to survive



1. The correct statement letter is =

2. Explain why you chose this statement about natural selection, using what we have learned so far in class:

3. Does natural selection INCREASE BIOLOGICAL DIVERSITY or DECREASE BIOLOGICAL DIVERSITY? Explain how you know; you can use diagrams for your explanation if it helps.

FA#6 Obj 5:	Self-	Sum	Re-Asse:
19-Dec			
AB	3	3	3
	1	0	1
	2	4	1
	3		4
AB	4	3	3
AB	3	3	3
	3	4	2
	2	2	3
AB	3	2	3
	4	4	4
	3	3	3
	1	2.5	2
	4	4	3
AB	1.5	2	3
	1.5	0	1
	4	4	4
	1	1	2
	1.5		2
	1	1	3
	3.5	4	4
	4	4	4
	3	2	3
	3	4	3
	2	3	4
	2	3	4
	1	4	1
	4	4	4
	2		2
	4		3
	3	3	4
	2.54	2.9	3
			3.03

Reflecting on the Journey



Before Co-Teaching

SPED Co-Teaching A

SPED Co-Teaching B

EE Co-Teaching C

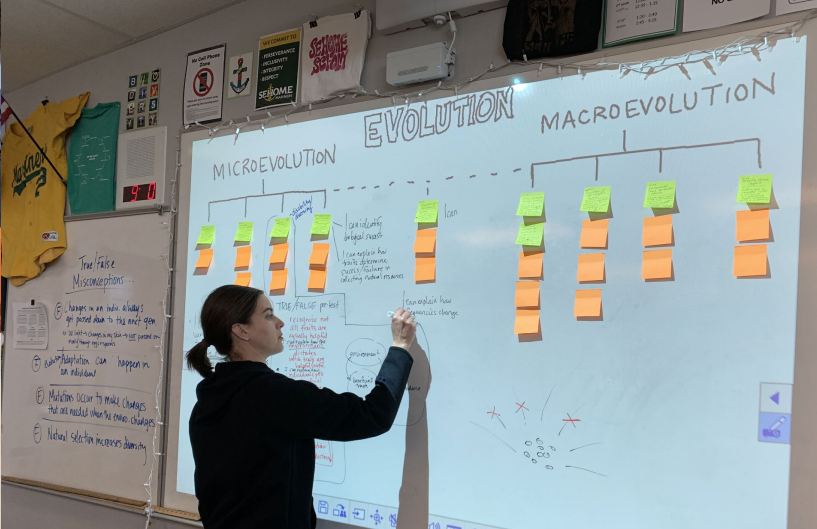
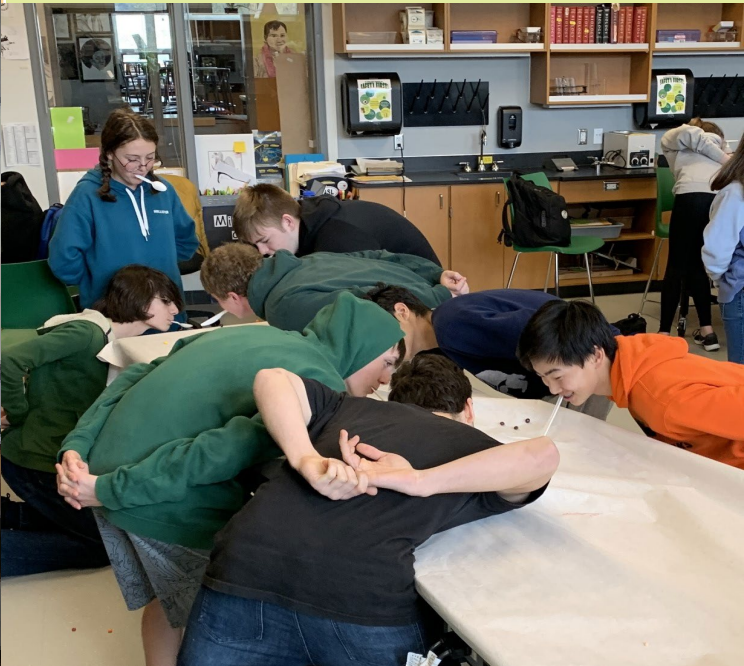
- * Co-Planning = only with content-alike
- * No Co-Instructing
- * No Co-Assessing

- * No Co-Planning
- * No Co-Instructing, split GEN ED/SPED
- * No Co-Assessing

- * Co-Planning = weekly for SOCs
- * Co-Instructing = limited, together GEN ED/SPED
- * Co-Assessing = retroactive

- * Co-Planning = summer + daily
 - writing objectives
 - assignment/assessment design
 - formative assessment results
 - student/parent communications

- * Co-Instructing = daily, together GEN ED/EE, capitalize on strengths
- * Co-Assessing = proactive + modified



Barriers and Next Steps

Barriers That Still Exist	Next Steps
Fear	Training and support Seeing effective supports in practice
Grading	We have a critical mass of knowledgeable staff but unsure of how to capitalize on it. Conversations around how to grade students not at grade level
Beliefs About Kids	Discussing the “Why?” around inclusion History of special education and segregation
Teacher Burnout	Increasing teacher “buy in” Exceptional Ed teacher as a “coach” for non-co-taught classes Committing to continuing effective teacher partnerships

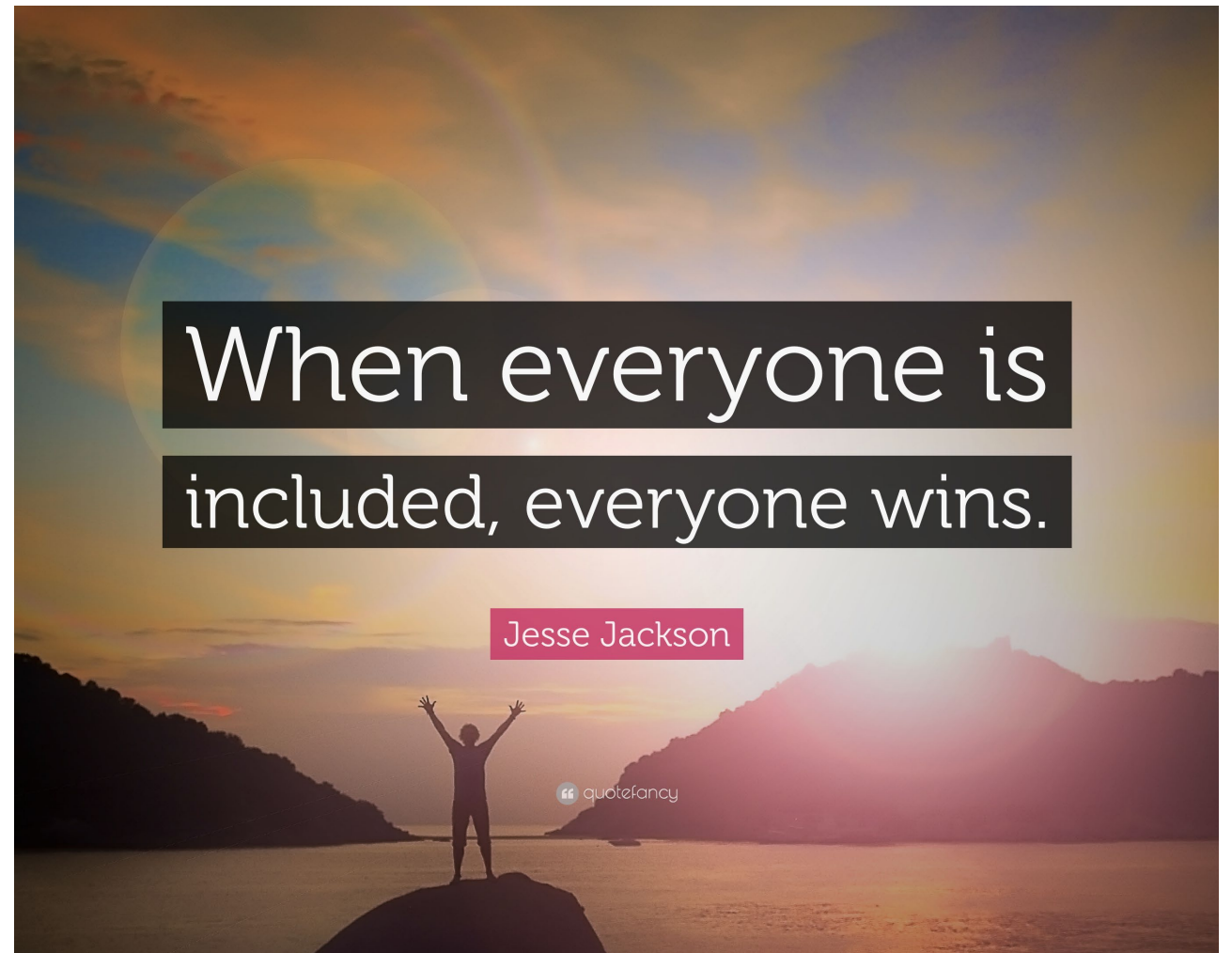
TEAM TAKE-AWAYS

- Find **willing** and **consistent** partnerships.
- **Master scheduling** is key to ensure co-teaching and co-planning drive the schedule.
- **Professional development** and **ongoing co-teaching workshops** to continue to build co-teaching capacity, problem solve, and celebrate success.
- Co-teaching is the hardest work I've ever done...AND it is the best teaching I've ever done.



WITH INCLUSION, EVERYONE WINS!

- Students
- Parents/Families
- Staff
- School
- District
- Community



RESOURCES

- Feldman, Joe. *Grading for Equity: What It is, Why It Matters, and How It Can Transform Schools and Classrooms*. 2018.
- Murawski, Wendy W., and Lisa Dieker. *Leading the Co-teaching Dance: Leadership Strategies to Enhance Team Outcomes*. Arlington: Council for Exceptional Children, 2013. Print.
- O'Connor, Ken. *Repair Kit for Grading (Assessment Training Institute, Inc.)*. 2nd ed., Pearson, 2010.

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?**



To learn more about the Demonstration Sites Project

> Please visit:

ippdemosites.org

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

> Or email, uwdemosites@uw.edu



W

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

collaborative
unbelievably
love
hard work
teamwork
vision
inspiring
team
exceptional
collaboration
equity
culture
heart
worth it
emotion
awesome
powerful
enthusiasm
inclusive
educator
inspire

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

