

Demonstration Sites Project Virtual Site Visit

Chase Middle School

UNIVERSITY *of* WASHINGTON

HARING CENTER
FOR INCLUSIVE EDUCATION





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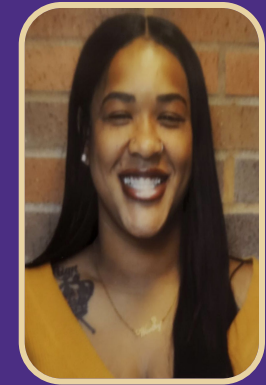
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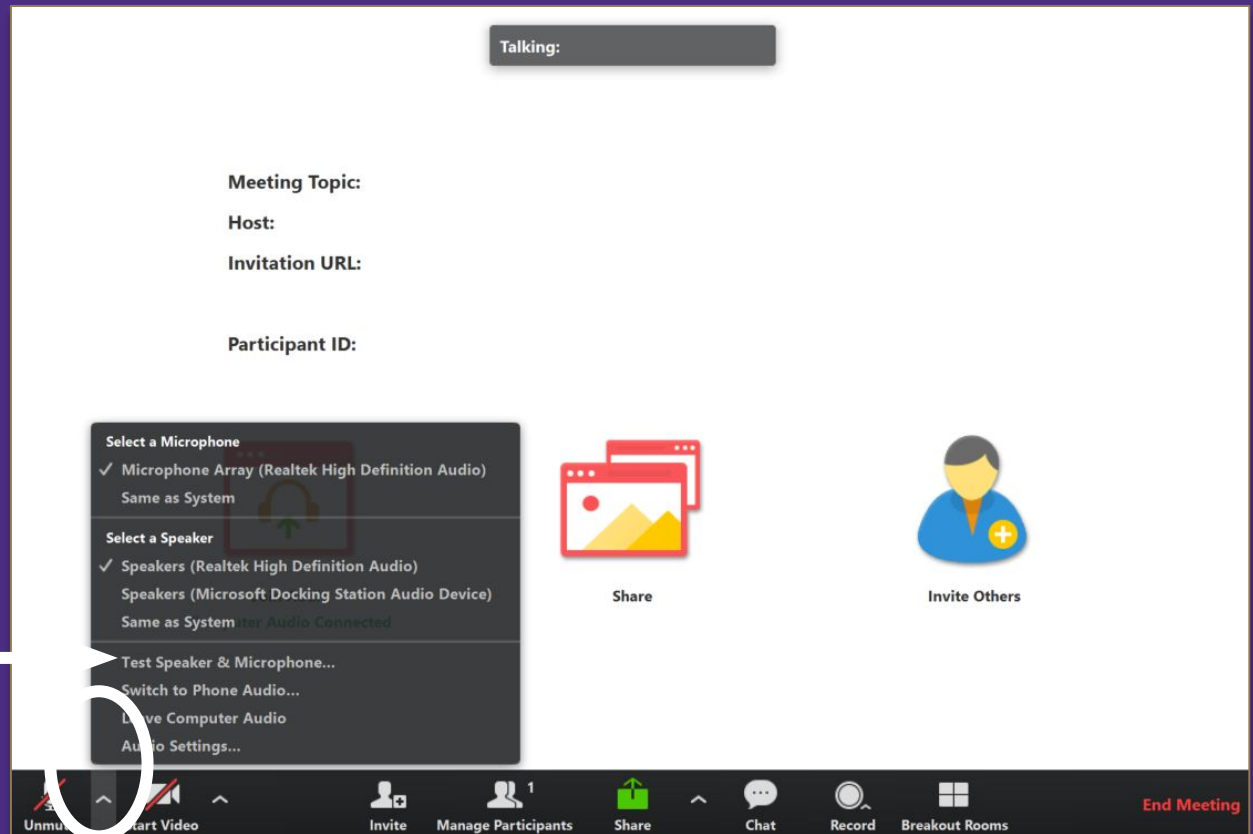
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Inclusion Specialist

Sound Check

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

Let us know you can hear us in the chat!

Test Audio



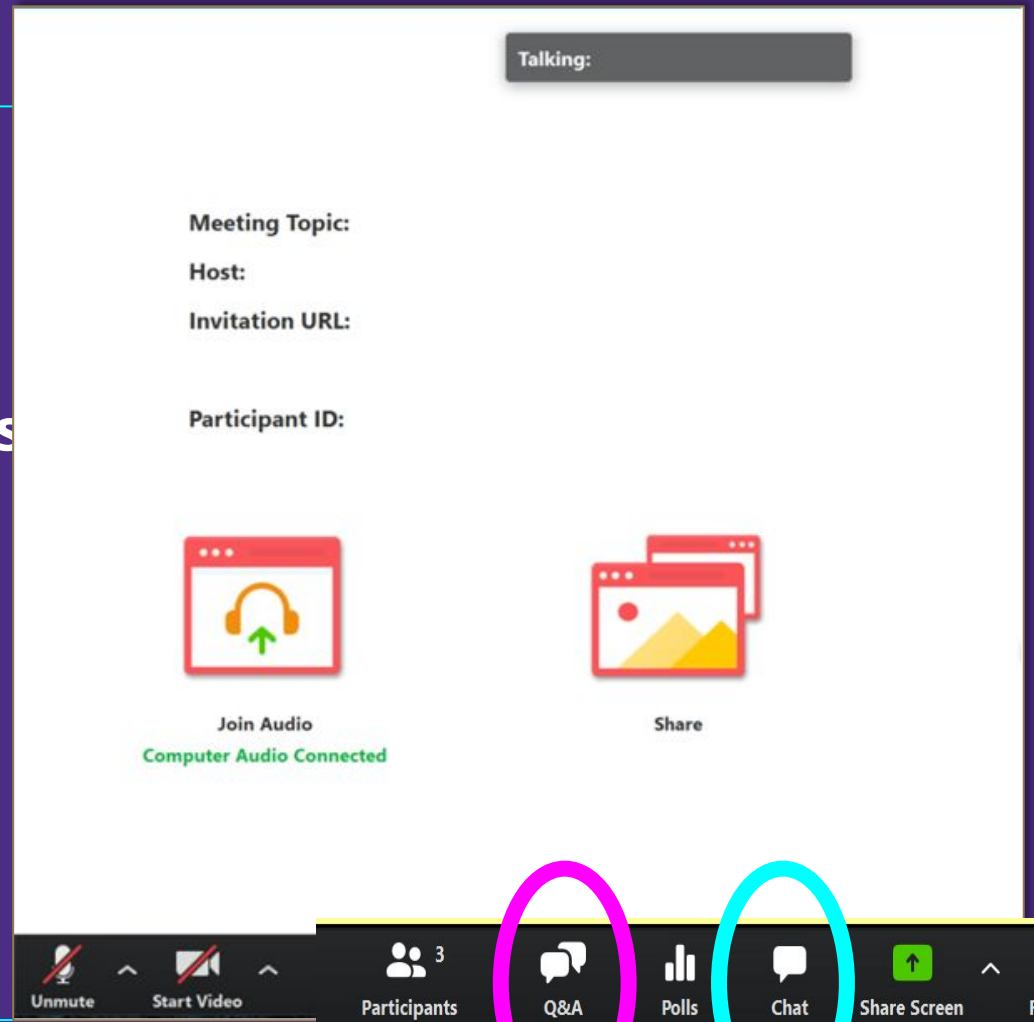
Getting Started

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



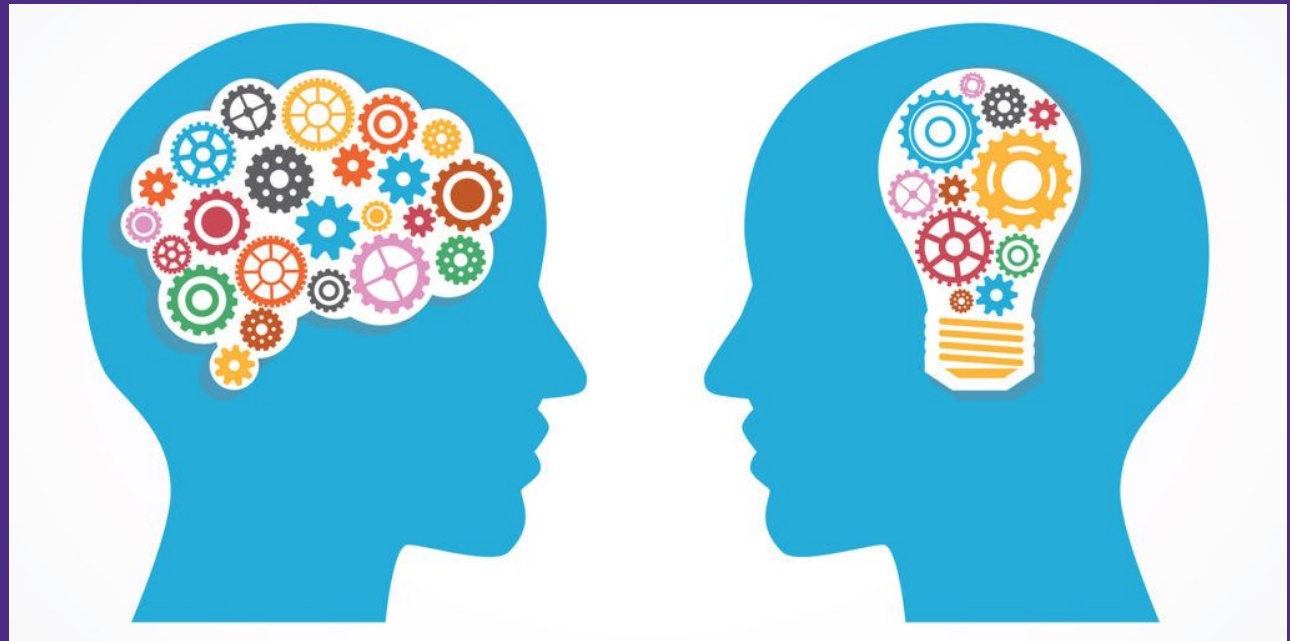
How to participate

- > 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.



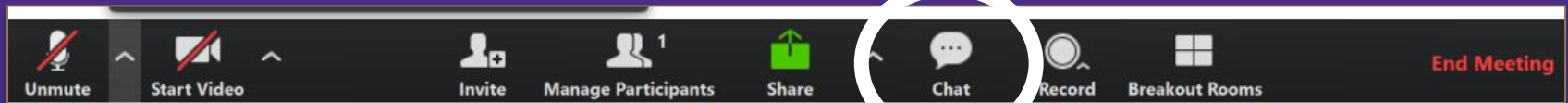
Webinar Etiquette

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



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.

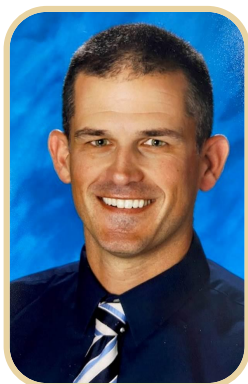


Questions and Polling 1

Who's here?

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

Who is presenting today?



John O'Dell
Principal



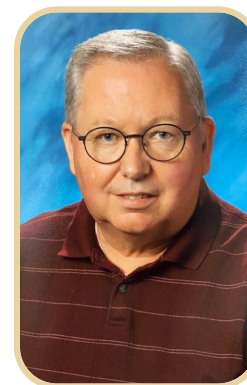
Heather Chase
Assistant
Principal



Zennetta Cronin
Special Education
Co-Teacher



Mary Douthitt
Special Education
Co-Teacher



Byron Harris
Special Education
Co-Teacher



Summer McLaughlin
English Co-Teacher



Jenny Morris
Math Co-Teacher



Amy Whitsett
English Co-Teacher



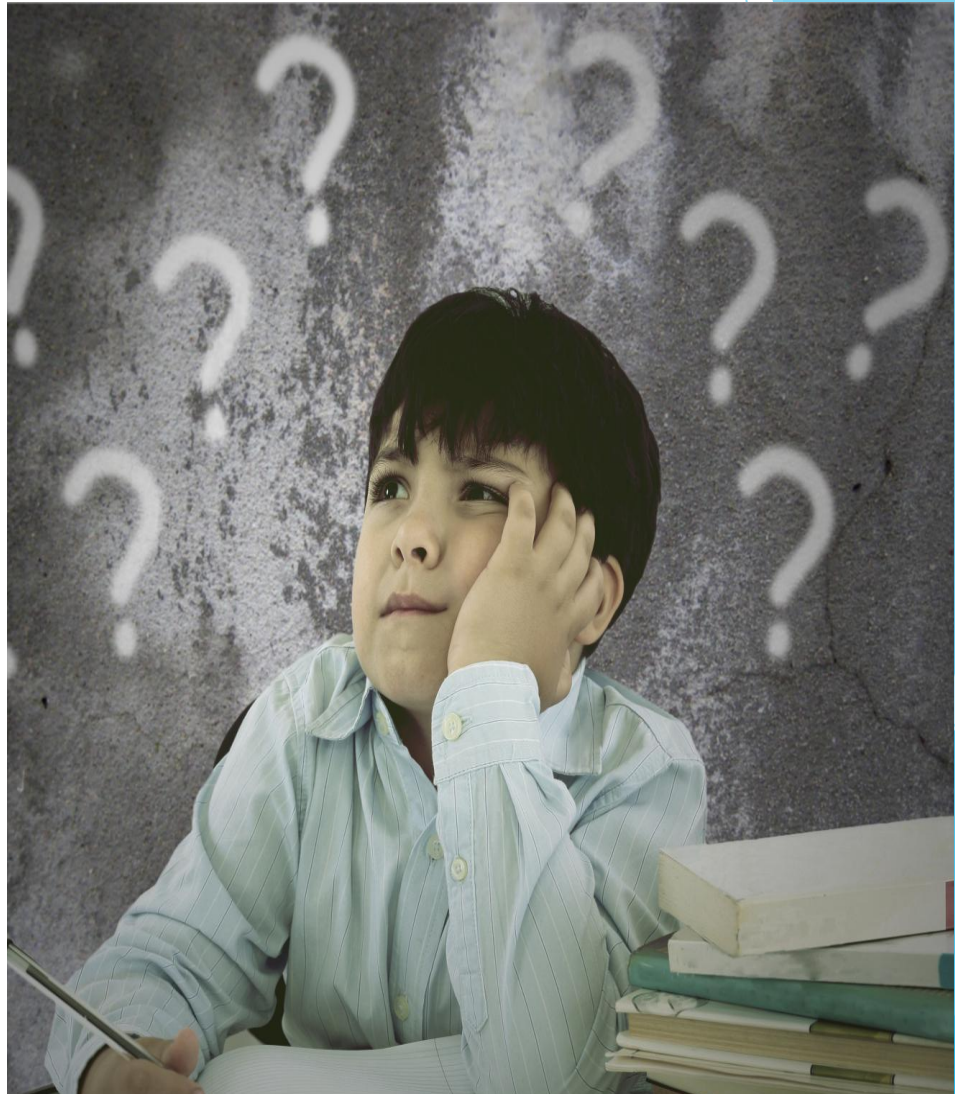
Sue Rees
Math Co-Teacher



Welcome & Introductions

- ▶ Student body
 - ▶ Consistently 700-788 students
- ▶ Title School
 - ▶ 55.2% Free or Reduced lunch
- ▶ Staff
 - ▶ 43 classroom teachers
 - ▶ Average 15.4 years of experience
- ▶ Mission Statement

Imagine



In The Chat

- ▶ Thoughts from a parent lens.....
- ▶ Thoughts from a teacher lens....
- ▶ Thoughts from an administrator lens.....



2017-2018 Data

Pull-Out Resource Classes - Not Teaching Common Core State Standards

- ▶ ELA: Students with IEPs .53 years growth
- ▶ Math: Students with IEPs .19 years growth.



WHY: What does the research say?

- ▶ LaRock and Chiang surveyed special education teachers about their beliefs of teaching common core state standards.
 - ▶ “The results showed that while the majority of these teachers echoed the general belief that the Common Core State Standards are beneficial for students without disabilities, they did not believe that they are beneficial for students with disabilities” (LaRock & Chiang, 2018, p. 1-2).
- ▶ This mindset leads to teachers not exposing Special Education students to the Common Core State Standards.
- ▶ How can we expect students to pass SBAC when they haven’t been exposed to the curriculum?



WHY:

Teacher View

- ▶ Students have 2nd, 3rd, 4th grade goals. Teacher focused on these goals instead of exposing students to grade level content.
 - ▶ Solution: Rewrite the goals to reflect grade level content.



2018-2019 Solution: Have all Special Education Teachers teach the Common Core State Standards in the pull-out resource classes.

- ▶ Required a shifting of mindsets. Not every teacher believed their students should or could learn the grade level state standards.
- ▶ Not every Special Education teacher can teach grade level standards in math and ELA - they are not a content specialist.



2018-2019 Data

Expectation that CCSS were being taught in pull-out resource classes.

- ▶ ELA -Students with IEPs 1.31 years growth
 - ▶ Students were taught the common core state standards
- ▶ Math - Students with IEPs .43 years growth.
 - ▶ Students were not regularly taught the common core state standard.



2019-2020 Solution: Co-Teaching

- ▶ General Education teacher who is a content specialist.
- ▶ Special Education teacher who is a learning specialist.
- ▶ Research by Nash-Aurand, Fowler, Aaroe, Friberg, & Watson (2013) indicated there was a significant increase in test scores of students with disabilities when they attended a



Co-Teachin



Murawski & Dieker (2004)

- ▶ “This method of instruction is likely to increase outcome for all students in the general education setting, while ensuring that students with disabilities receive necessary modifications yet are provided instruction by a content expert.”
- ▶ “These teachers help one another by providing different areas of expertise that, when fused together correctly, can result in enhanced instruction for all students.”



Co-Taught ELA & Math Classes

- ▶ Provided an opportunity for special education teachers to learn the curriculum alongside a content specialist.
- ▶ Provided special education teacher to modify curriculum/assignments when needed.
- ▶ The Special Education teacher was co-teaching the grade level standards in the co-taught class and the expectation was they would teach the same standard with appropriate modification to their pull-out resource class.
- ▶ Provided a continuum of services for all students.

CHASE MIDDLE SCHOOL – Master Schedule 2019-20

<i>TEACHER</i>	<i>Period 1</i>	<i>Period 2</i>	<i>Period 3</i>	<i>Period 4</i>	<i>Period 5</i>	<i>Period 6</i>
<i>Clausen</i>					<i>7 MATH TARGETED</i>	<i>LEARN CTR</i>
<i>Cronin</i>	<i>MS MATH 1 (CO) REES</i>	<i>PREP</i>	<i>MS MATH 1 (CO) REES</i>	<i>MS MATH 2 (CO) MORRIS</i>	<i>MS MATH 2 (CO) MORRIS</i>	<i>8 MATH TARGETED</i>
<i>Harris</i>	<i>ENGLISH 8 (CO) MCLAUGHLIN</i>	<i>ENGLISH 8 (CO) MCLAUGHLIN</i>	<i>ENGLISH TARGETED 8</i>	<i>PREP</i>	<i>LEARNING CENTER</i>	<i>ENGLISH TARGETD 8</i>
<i>McLaughlin</i>	<i>ENGLISH 8 (CO) HARRIS</i>	<i>ENGLISH 8 (CO) HARRIS</i>	<i>ENGLISH 8</i>	<i>PREP</i>	<i>ENGLISH 8</i>	<i>ENGLISH 8</i>
<i>Morris</i>	<i>MS MATH 2</i>	<i>PREP</i>	<i>MS MATH 2</i>	<i>MS MATH 2 (CO) CRONIN</i>	<i>MS MATH 2 (CO) CRONIN</i>	<i>ALGEBRA</i>
<i>Rees</i>	<i>MS MATH 1 (CO) CRONIN</i>	<i>PREP</i>	<i>MS MATH 1 (CO) CRONIN</i>	<i>7 ACC MATH</i>	<i>7 ACC MATH</i>	<i>7 ACC MATH</i>
<i>Wederspahn</i>	<i>PCOP</i>	<i>ENGLISH 7 (CO) WHITSETT</i>	<i>ENGLISH 7 (CO) WHITSETT</i>	<i>LEARN CENTER</i>	<i>PREP</i>	<i>7 ELA TARGETED</i>
<i>Whitsett</i>	<i>ACC ENGLISH 7</i>	<i>ENGLISH 7(CO) WEDERSPAHN</i>	<i>ENGLISH 7(CO) WEDERSPAHN</i>	<i>ACC ENGLISH 8</i>	<i>PREP</i>	<i>ACC ENGLISH 8</i>

Elementary Move-ups

- ▶ Our noticing: Students were pulled out of the general education setting 30-60 minutes per day at their elementary school, but were pulled out 3-4 hours per day at Chase.
- ▶ Made a spreadsheet with academic levels for each goal area. 3rd/4th/5th grade academic levels were placed in co-taught class. 2nd grade academic levels and below were placed in pull out resource classes.
- ▶ Place students without IEPs with level 2 sbac scores also in the co-taught classes.



2020-2021 Changes

- Realized we needed input from general education teachers during move-ups also.
- Spreadsheet of data include: Previous SBAC scores, present level of performance through the eyes of the special education teacher, present level performance through the eyes of the general education teacher, and recommended placement from special education teacher and general education teacher.
- Placed general education students with SBAC scores of 1 or 2 in co-taught classes (bigger impact on math).



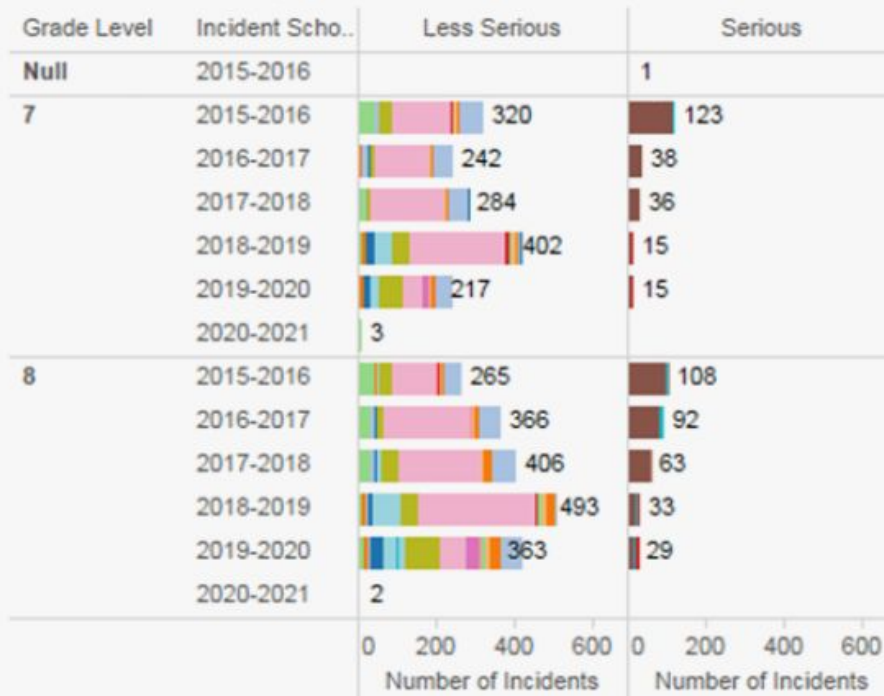
Mission

- ▶ All Belong
- ▶ All Learn
- ▶ All Lead

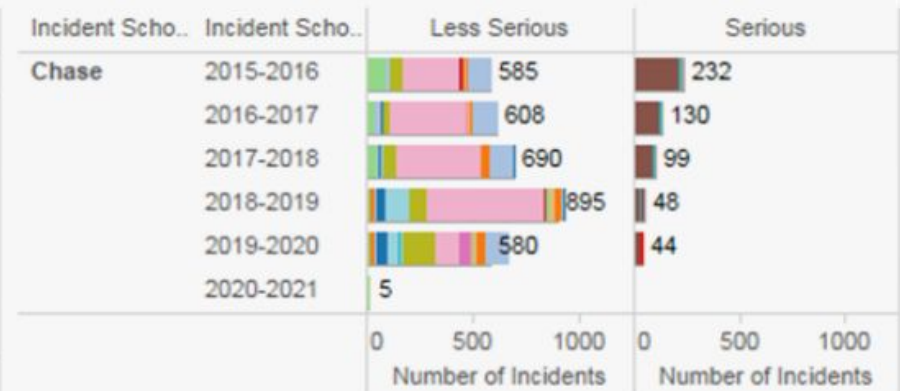


Discipline

Count of Incidents - Click on Grade Level to filter Schools matching the criteria



Incidents by School - Click on a School to see a list of the Students

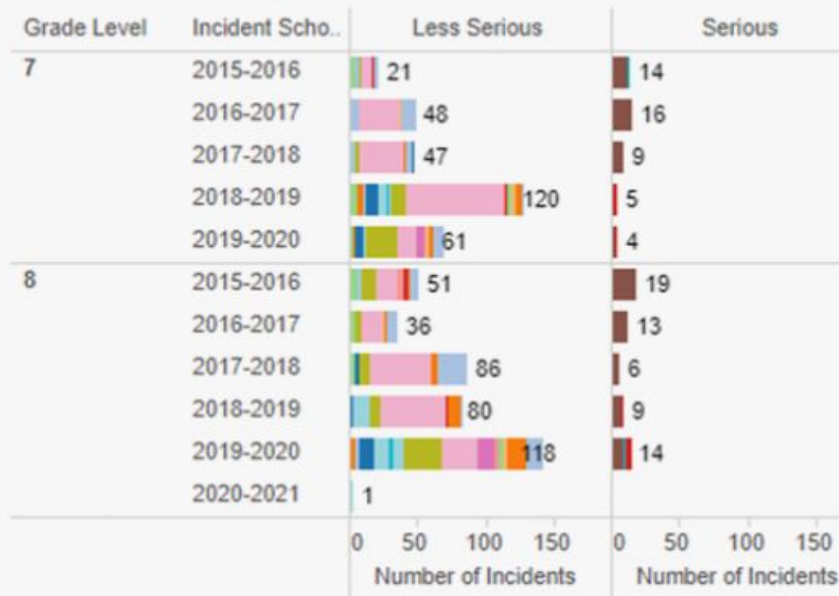


Note:

- Steady decline in Serious discipline.
- Significant Drop in ISI (PINK) for SPED
 - 119 to 41

SPED Discipline

Count of Incidents - Click on Grade Level to filter Schools matching the criteria



Incidents by School - Click on a School to see a list of the Students



Note:

- Steady decline in Serious discipline.
- Significant Drop in ISI (PINK) for SPED
 - 542 to 112c

Wonderings and/or Questions in the Chat



Systematic Barriers to Co-Teaching

- ▶ Common Prep
- ▶ Admin Support
- ▶ Training
- ▶ Content Knowledge of Special Education Teacher



Co-Teaching Concerns

- ▶ Teacher lens
- ▶ Administrator lens



Co-Teaching: Teacher Concerns

- ▶ How will I meet the needs of all of these students with such a broad range of levels? (General Education)
- ▶ How will my students learn 8th grade math? (Special Education)
- ▶ How are we addressing foundational reading gaps?
- ▶ Will I connect with the other teacher?
- ▶ Will we have the same goals?
- ▶ How will we share space, teaching, and assessing?



What elements are essential for successful co-teaching in an urban middle school?

- ▶ Relationship between teachers
- ▶ They are all our students:
 - ▶ Co-Planning
 - ▶ Co-Teaching (6 models)
 - ▶ Co-Assessing

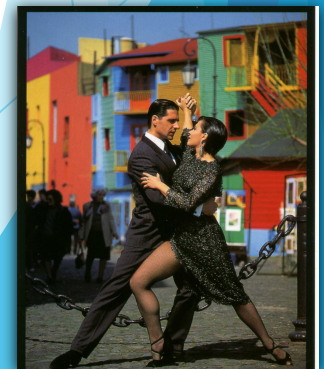
What does co-planning look like?

- ▶ We try to meet at least once a week during our shared prep and plan out what the next week or two will look like and who is in charge of what areas. We do meet every class day in between our classes and discuss modifications and changes to assignments. We discuss our students and how class went and what we will change the next period.
- ▶ Same prep, working through a lesson to dive deeper in to roles, questioning techniques, accommodations and modifications to make.



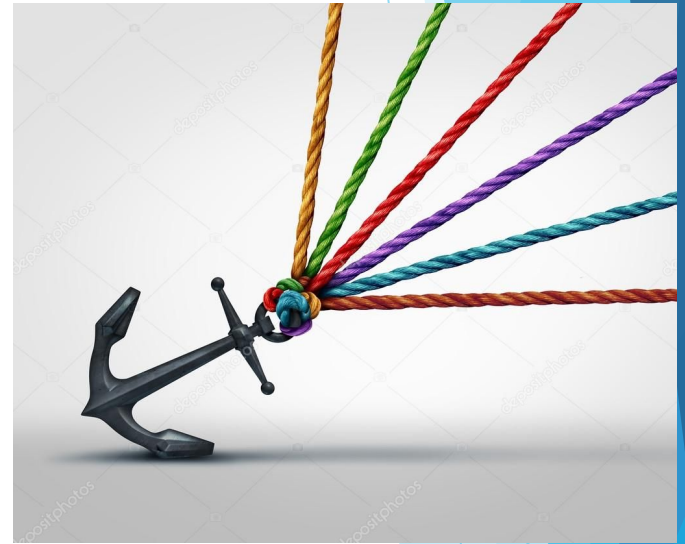
What does co-teaching look like?

- ▶ We have gotten into a rhythm where one of us teaches, the other is checking on student work one day and then we switch the next day.
- ▶ Seamlessly dancing around the room. Sometimes taking the lead, sometimes just knowing the steps to follow. Learning how to read each other on when to slow down, when to speed up, when to practice the steps again, when to take your bow and move on to the next song. It's all a dance.



What does co-assessing look like?

- ▶ We seem to assess what work we have assigned - but both of us look at the assignments and how we assessed them - we talk about the changes that need to be made with certain kids.
- ▶ Both continually monitoring progress, both have access to gradebook, if we see a target that has been mastered we improve standards-based grade. Small group, whole group, individual work time, we trust each other that if a grade is changed we saw that that target has been reached.



Challenges

- ▶ All staff buying into the inclusion model.
- ▶ Special Education Teacher workload.
- ▶ No face-to-face planning.
- ▶ Figuring out new roles and how best to serve our students was a huge learning curve.
- ▶ Mostly just getting to know each other and each other's style.



Ah-ha Moments

- ▶ Changed Teacher Mindsets
- ▶ Changed Student Mindsets
- ▶ New Teacher - The Chase Way



Who benefits from co-teaching in an urban middle school?

All Students : Due to a schoolwide system providing tiered support to all students.

General Education Teacher

Special Education Teacher



Questions?

Chase Middle School

All Belong, All Learn, All Lead

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?



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

