



INCLUSIVE EDUCATION PROFESSIONAL LEARNING PLAN

School:

Date:

Outcome: A Building Leadership Team will engage in professional learning to build their own capacity so that the team can 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, and those who are English Learners with disabilities.

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

- 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, regardless of where they are on their inclusion journey.)*
- B. [Collaborative Lesson Planning](#)
- C. [Comprehensive Inclusive Education: General Education and the Inclusive IEP](#)
- D. [Creating a Culture of Belonging and Peer Engagement](#)
- E. [Inclusive Service Delivery](#)

Recommended Steps:

1. **WATCH** the [Overview: Inclusive Education Professional Learning Plan](#) (9:50 minute video) that describes navigating the Professional Learning Menu. [Here is the PPT](#) for the overview video if you would like to incorporate the slides in your work.
2. School leaders ensure that their school's building leadership team engages in this planning with a wide array of interest-holders (general educators, special educators, family members, and related service personnel). For those who are not represented on the building leadership team, determine how to include those partners in your planning and communication.
3. The building leadership team will consider school-based assessment results (e.g., [Least Restrictive Environment Self-Assessment Tool](#), [UW Haring Center's Principles and Practices to Build and Sustain Inclusive Schools \(P & P\) Tool](#), [Reflecting on an Inclusive System of Education \(RISE- part of TIES Center's Inclusive Education Roadmap\)](#), [Fidelity Integrity Assessment \(FIA\)](#)) 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. Revisiting the Rationale for & Research Supporting Inclusive Education priority area regularly as a team, as school contexts, leadership, and personnel change frequently, and doing so assists in supporting systemic change.

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

| PD Choices For Leadership Team (no Facilitator's Guide for this Section) | PD Plan for Whole School | | |
|--|--------------------------|------|-----|
| | What | When | Who |
| Discuss the guiding questions from: <u>Rationale for and Research Supporting Inclusive Education QUESTIONS</u> 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: <u>Leadership Team Discussion on Aligning School Vision</u> and consider implications/actions in support of your work, recording any specific ideas for the whole school. | | | |
| Discuss the guiding questions from: <u>Leadership Team Discussion on Developing Commitment to Inclusive Education</u> 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. <i>This discussion may just inform your decisions for the next activity</i> | | | |

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| <p><i>and may not result in any specific what, when, or who plans.</i></p> | | | |
| <p>Explore resources to support next steps. Grab a partner(s) and explore ONE resource from: <u>Rationale and Research Supporting Inclusive Education MATERIALS</u></p> <p>Each partner group will review a resource and take notes on how it might be used and with what partner 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.</p> | | | |

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

- B. [Collaborative Lesson Planning](#)
- C. [Comprehensive Inclusive Education: General Education & Inclusive IEP](#)
- 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 its 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](#), [UW Haring Center’s Principles and Practices to Build and Sustain Inclusive Schools \(P & P\) Tool](#), [Reflecting on an Inclusive System of Education \(RISE- part of TIES Center’s Inclusive Education Roadmap\)](#), [Fidelity Integrity Assessment \(FIA\)](#)) 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 & Instruction

| For Leadership Team | | Planning for Whole School PD | | |
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| What | What? | When? | Who? | |
| B. Facilitation Guide | <i>e.g. Pre-Prof Learning Activity</i> | <i>e.g. Complete before first school PD</i> | <i>e.g. Leadership Team leads sharing out at start of 1st PD session</i> | |
| 1) Pre-Professional Learning Engagement Opportunity <ul style="list-style-type: none"> Start Your Collaboration Off Right! | | | | |
| 2) What does grade-level standards-based instruction look like for students with extensive support needs? <ul style="list-style-type: none"> Third Grade Student Literacy Example (10:28) PowerPoint slides (only) 10th Grade Student Science Example (9:51) PowerPoint slides (only) | | | | |
| 3) Lesson Planning in Inclusive Classrooms: Creating Grade-level Standards-based Lessons for ALL Using the Inclusive Big Ideas <ul style="list-style-type: none"> Inclusive Big Ideas video (7:55) PowerPoint slides (only) Inclusive Big Ideas Guide (slides for PD use) TIES Inclusive Big Ideas (Online resource) | | | | |

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| <p>4) The 5-15-45 Tool: Linking Available Time with Meaningful Collaboration</p> <ul style="list-style-type: none"> ● 5-15-45 Linking Available Time (5:59) ● PowerPoint slides (only) ● 5-15-45 Tool (Online tool) | | | |
| <p>5) Post Professional Learning Session Application (See B. Facilitation Guide)</p> | | | |
| <p>Do You Want to Dig Deeper into Collaborative Lesson Planning?</p> <p>consider these resources:</p> | | | |
| <p>TIES Center's Instructional Practices Video Series</p> <p>Standards-based Instruction for Students with Significant Cognitive Disabilities (Video- 14 min)</p> <p>Design for Each and Every Learner: Universal Design for Learning Modules</p> | | | |

C. Professional Learning Unit: Comprehensive Inclusive Education: General Education and Inclusive IEPs

| For Leadership Team | For Whole School | | |
|--|------------------|-------|------|
| What | What? | When? | Who? |
| C. Facilitation Guide | | | |
| <p>1) Creating Comprehensive Inclusive Education Programs: Part 1 - Collaborative Conversations (including family and student voice)</p> <ul style="list-style-type: none"> ● Inclusive IEP Development Worksheet (resource) ● Comprehensive Inclusive Education Programs: Part One - Collaborative Conversations (10:36) | | | |

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| <ul style="list-style-type: none"> ● Creating Comprehensive Inclusive Education Programs: Part One - Collaborative Conversations (PowerPoint slides) ● Comprehensive Inclusive Education: General Education & Inclusive IEP (online resource) | | | |
| <p>2) Creating Comprehensive Inclusive Education Programs: Part 2 - Focus on the Inclusive IEP</p> <ul style="list-style-type: none"> ● Creating Comprehensive Inclusive Education Programs: Part 2 - Focus on IEP (20:19) <ul style="list-style-type: none"> ● PowerPoint slides (only) ● Comprehensive Inclusive Education: General Education & Inclusive IEP (online resource) | | | |
| <p>3) Creating Comprehensive Inclusive Education Programs: Part 3 - Everyday-at-a Glance</p> <ul style="list-style-type: none"> ● Creating Comprehensive Inclusive Education Programs: Part 3 - Everyday-at-a Glance Video (14:45) <ul style="list-style-type: none"> ● PowerPoint slides (only) ● Comprehensive Inclusive Education: General Education & Inclusive IEP (online resource) | | | |
| <p>4) Creating Comprehensive Inclusive Education Programs: Part 4 - Ongoing Education and Support</p> <p>Information related to these resources and facilitation suggestions are presented in the PD Unit B: Collaborative Lesson Planning. (See B. Facilitation Guide)</p> <ul style="list-style-type: none"> ● Inclusive Big Ideas (IBIs) -Video (length - 7:55 min) ● PowerPoint slides only ● TIES Inclusive Big Ideas (Online resource) ● 5-15-45 Collaboration Tool (Video length- 5:59 min) | | | |

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| <ul style="list-style-type: none"> ● PowerPoint slides only ● 5-15-45 Tool (Online tool) | | | |
| 5) Creating Comprehensive Inclusive Education Programs: Collecting Data Across Inclusive Settings and Classrooms <ul style="list-style-type: none"> ● Creating Comprehensive Inclusive Education Programs: Collecting Data Across Inclusive Settings and Classrooms Video (7:49) ● PowerPoint slides (only) | | | |
| 6) Post Prof Learning Session Application (see C. Facilitation Guide) | | | |
| <p>Do You Want to Dig Deeper into Creating Comprehensive Inclusive Education Programs? consider these resources:</p> | | | |
| <p>Washington Office of Superintendent of Public Instruction Comprehensive Education and Inclusive IEP Resource</p> <p>Garrett Shows I'm in Charge (17 min video)</p> <p>Parents can THINK COLLEGE</p> <p>Vocational Rehabilitation Counselors can THINK COLLEGE</p> <p>Dude, Where's My Transition Plan?</p> <p>MCIE Think Inclusive Podcast: Julie Causton - Six Inclusive Education Strategies for Families. (30 min podcast)</p> | | | |

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 <ul style="list-style-type: none"> ● Creating a Culture of Belonging for All Students (video length: 8:33 min) ● PowerPoint slides only ● Creating Communities of Belonging for Students with Significant Disabilities (Online tool) | | | |
| 2) Facilitating Peer Engagement <ul style="list-style-type: none"> ● Facilitating Peer Engagement (9:08) ● 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: | | | |
| Inclusive School and Instructional “Look Fors” 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) | | | |

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| <u>Erik Carter's Inclusion, Friendships, and the Power of Peers</u> (article) | | | |
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E. Professional Learning Unit: Inclusive Service Delivery

| For Leadership Team | For Whole School | | |
|---|------------------|-------|-------|
| E. Facilitation Guide | What | What? | When? |
| 1) Myths and Facts <ul style="list-style-type: none"> • <u>OSPI's Myths and Facts about Inclusionary Practices</u> or • <u>OSPI full resource</u> | | | |
| 2) Creating Systems for All: Inclusive Service Delivery Model - Part 1 Service Delivery Models <ul style="list-style-type: none"> • <u>Inclusive Service Delivery Model and Resource Mapping video</u> (10:46) • <u>PowerPoint Only</u> • <u>Elementary Inclusive Service Delivery Models</u> video (6:49) • <u>PowerPoint Slides only</u> • <u>Secondary Inclusive Service Delivery Model</u> Example (9:30) • <u>PowerPoint Slides only</u> • <u>Mapping an Inclusive School Service Delivery Model Tool (Giangreco, 2015)</u> • <u>Resource Mapping Guiding Questions and Planning Tool</u> | | | |
| 3) Building foundations for Inclusive Service Delivery <ul style="list-style-type: none"> • (Article) <u>Precarious or Purposeful? Proactively Building Inclusive Special</u> | | | |

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| <u>Education Service Delivery on Solid Ground</u> Giangreco, M & Suter, J (2015) | | | |
| 4) Post Prof Learning Session Application (see <u>E. Facilitation Guide</u>) | | | |
| Do You Want to Dig Deeper? What is your focus? | | | |
| Focus: To develop an Inclusive Service Delivery Model for my school <ul style="list-style-type: none"> ● <u>Use this tool: Interactive Mapping Inclusive Schools</u> by Giangreco ● Read <u>Inclusive Service Delivery: A Proactive Model for Better Educating ALL students</u> (Vandercook, T. et al 2019) | | | |
| Focus: To engage the community Video with James Whitfield from <u>Be Culture</u> <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● <u>Welcome and Belonging Matter</u> ● <u>Questions to ask about Personnel</u> | | | |
| Focus: To create a Master Schedule UW Haring IPTN Demonstration Sites: <ul style="list-style-type: none"> ● <u>McMicken Elementary Master Schedule PPT</u> ● <u>McMicken Master Schedule Recording</u> ● <u>Inclusive Practice Tool: Master Schedule Review</u> | | | |
| Focus: Learn more about educator roles in Inclusive Delivery Model <ul style="list-style-type: none"> ● <u>Block Scheduling Handout (example)</u> ● Effective use of Paraprofessionals <u>Maslow's Hammer: teacher assistant research and inclusive practices at a crossroads.</u> Giangreco, M. (2021) | | | |

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| <ul style="list-style-type: none"> ● OR WATCH Dr. Giangreco presentation TASH Conference 2021 Maslow's Hammer: Paraprofessional Research and Inclusive Practices at a Crossroads | | | |
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Acknowledgments



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Adapted from: Sommerness, J., Vandercook, T., Bowman, J., Ghere, G., Martin, C., Leon-Guerrero, R. (2022). *Inclusive education professional learning plan for leadership and the whole school*. Minneapolis, MN. University of Minnesota. TIES Center. The original Inclusive Education Professional Learning Plan for Leadership Teams and the Whole School was developed through work in partnership with the UW Haring Center for Inclusive Education, through work in Washington State's Inclusionary Practices Professional Development (IPTN Project) funded by the Washington Office of Superintendent of Public Instruction (OSPI). The updated version (October 2024) has been funded by OSPI to include secondary resources and materials. Without their support and expertise, this resource would not be possible.

TIES Center (2017-2022) was supported primarily through a Cooperative Agreement (#H326Y170004) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. Opinions expressed on this website do not necessarily reflect those of the U.S. Department of Education or Offices within it. Project Officer: Susan Weigert. All rights reserved. Any or all portions of this resource may be reproduced without permission provided the source is cited. www.tiescenter.org