The DCPS Inclusive Vision Project:
A Roadmap for Implementing Inclusive Best Practice in Our Schools

Presented by: Jennifer Blair and Louise Lewis
First, a word from one of our students:

https://www.youtube.com/watch?v=ef4yl64Oyk

Madison Essig speaks at the White House
BY SOPHIE REVEAL, MANAGING EDITOR, NOV 22, 2015
Agenda

- Icebreaker and introductions
- Defining Inclusion
- The Inclusive Vision Project: Purpose and rationale
- Taking action in YOUR school
- Opportunities to support inclusive best practice in DCPS
Session Norms

- Be present and engaged (Set cell phones to vibrate, please)
- Welcome the contributions of every member
- Practice being open-minded and positive
- Seek opportunities to apply what you learn to your practice
- Be solution-oriented

For this session, we agree:
- ALL kids are all our kids
- We ALL have a role to play in making our schools more inclusive
Learning Outcomes

By the end of this session, participants will be able to:

- Describe ways in which school leaders and educators can create a culture of inclusion among school staff and the families they serve.
- Identify supports and professional development opportunities that empower educators to challenge all learners with rigorous and accessible content.
- Develop a preliminary action plan for addressing barriers to best inclusive practice in their own schools.
What is Inclusion?

Inclusion is a mindset that leads to set of practical actions that result in students with disabilities spending most or all of their day in school or community-based environments with their non-disabled peers.

These actions are based upon the shared understanding that a majority of students with IEPs can and should be served in inclusive settings, where they receive instruction alongside their non-disabled peers.
Current Practice in DCPS: What conclusions can we draw?

Average Hours of Academic Services Per Week

<table>
<thead>
<tr>
<th>Cluster</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Tuition Grant</th>
<th>Residential</th>
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<tbody>
<tr>
<td>N</td>
<td>648</td>
<td>526</td>
<td>628</td>
<td>493</td>
<td>497</td>
<td>611</td>
<td>779</td>
<td>1125</td>
<td>1175</td>
<td>722</td>
<td>58</td>
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</tbody>
</table>

- **Inside Gened**
- **Outside Gened**
Current Practice in DCPS: What conclusions can we draw?

DIBELS End of Year Proficiency by Special Education Status

<table>
<thead>
<tr>
<th>Year</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>None</th>
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<tbody>
<tr>
<td>2008-2009</td>
<td>30%</td>
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<td>2009-2010</td>
<td>23%</td>
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<td>2010-2011</td>
<td>26%</td>
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<tr>
<td>2011-2012</td>
<td>30%</td>
<td></td>
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<tr>
<td>2012-2013</td>
<td>30%</td>
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<tr>
<td>2013-2014</td>
<td>34%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>14%</td>
<td>11%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>15%</td>
<td>17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>57%</td>
<td>64%</td>
<td>65%</td>
<td>66%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>70%</td>
<td>72%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Year
Why Commit to Inclusive Best Practice Now?

We have a **problem**:  
- Too many students receive specialized instruction in settings that restrict their access to general education curriculum and more typically developing peers  
- Once those students are placed in more restrictive settings, their academic achievement stagnates.
Why Commit to Inclusive Best Practice Now?

We have an **exciting opportunity**:  
- Professional learning in DCPS is shifting to a model that embeds special education teachers into content-focused collaborative structures (LEAP)  
- This is a chance to define best practice as **INCLUSIVE BEST PRACTICE** across the District
What Is the Inclusive Vision Project?

DCPS is committed to providing **ALL** students with rigorous, accessible, standards-based instruction in the least restrictive classroom environment.

The Inclusive Vision Project will result in an integrated approach to inclusive best practice at district, school, and classroom levels.
What Is the Timeline for the Inclusive Vision Project?

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Project Implementation Goals</th>
</tr>
</thead>
</table>
| Program Development 2016-2017      | • Develop Research-Based, Data-Driven Structures and Policy to Support Inclusive Best Practice in DCPS Schools  
• Provide Professional Learning and Support to Build Capacity for Inclusive Practice District-Wide |
| Model School Implementation 2017-2018 | • Provide Intensive Implementation Training and Support for DCPS Inclusive Way Model Schools  
• Gather and analyze data on project effectiveness; Adjust practice to improve outcomes |
| District-wide Rollout 2018-2019    | • Implement the DCPS Inclusive Way District-wide                                            |
A Roadmap to Inclusive Best Practice

In order to create and maintain a culture of inclusion, schools must:

- Identify barriers to inclusion
- Deliberately cultivate inclusive values and beliefs
- Design structures and systems that support inclusion
- Develop staff and student capacity for inclusive best practice
Taking Action: Identifying Barriers to Inclusion in Your School Community

1) On the sticky notes provided, please identify possible barriers to inclusive practice in your current professional context. List ONE barrier on each sticky note.

2) Working with your table group, do your best to categorize these barriers into three related groups.

3) Label each category that your group has created. Be prepared to share one barrier from each category.

3) Working independently, please complete Part 1 of your Action Plan. Please list one barrier from each category.
Getting the culture right should always precede programming. Schools that deliberately seek and sustain a culture of inclusion are successful in improving outcomes for all students (McMaster, 2013)
Taking Action: Creating a Culture of Inclusion in Your School Community

1) On the poster at each table, one of six “Essential Features of Inclusive Schools” has been listed.

2) For your group’s “Essential Feature”, please work together to identify evidence you may see, hear, or otherwise encounter that would indicate that this feature is in place within a school environment.

3) Be prepared to share your evidence with the group.
Taking Action: Creating a Culture of Inclusion in Your School Community

Based on your own evidence and/or the contributions of our colleagues, please complete the “Cultivating a Culture of Inclusion” section of Part 2.

<table>
<thead>
<tr>
<th>Title</th>
<th>Action Steps</th>
<th>Responsibilities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Potential Barriers</th>
<th>Communication Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified Area of Focus</td>
<td>What Will Be Done?</td>
<td>Who Will Do It?</td>
<td>By When? (Day/Month)</td>
<td>A. Resources Available</td>
<td>A. What individuals or organizations might resist?</td>
<td>Who is involved?</td>
</tr>
<tr>
<td>Goal 1:</td>
<td></td>
<td></td>
<td></td>
<td>B. Resources Needed (financial, human, &amp; other)</td>
<td>B. How will we address this?</td>
<td>What methods? How often?</td>
</tr>
</tbody>
</table>
Creating a Culture of Inclusion: Essential Features of Inclusive Schools

Essential Features of Inclusive Schools (Kugelmass, 2006)

#1 - An uncompromising belief in and commitment to inclusion

- Accessible space
- Prioritizing inclusion when staffing and scheduling
- Universal Design for Learning
- Flexible groupings for classroom instruction

#2 - A perception that differences among students and staff are a resource

- Students and staff are able to receive and express ideas in a variety of ways
- A strengths-based approach is used to identify opportunities for all individuals to contribute
Creating a Culture of Inclusion: Essential Features of Inclusive Schools

**Essential Features of Inclusive Schools**
(Kugelmass, 2006)

#3 - Collaborative practice is the norm for students and staff

- Examples of Observable Practice
  - The provision of time and space for collaborative work
  - Professional learning to support effective collaboration
  - Collaborative learning is taught and practiced in classroom communities

#4 - Willingness to struggle in order to sustain inclusive practice

- Opportunities for reflection are built into staff and student collaborative work
- Evidence of Growth Mindset practices can be seen and heard across school contexts (Dweck, 2007)
Creating a Culture of Inclusion: Essential Features of Inclusive Schools

<table>
<thead>
<tr>
<th>Essential Features of Inclusive Schools (Kugelmass, 2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5 - An understanding of inclusion as a social justice issue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Observable Practice</th>
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</thead>
<tbody>
<tr>
<td>• The shared values underlying inclusive practice are apparent in school and classroom structures, common language, and staff and student interaction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#6 - Communication of the commitment to inclusion to the school and broader communities</th>
</tr>
</thead>
</table>

| • Evidence of this commitment is visible in the schools and identifiable in feedback received from staff, students, and their families |
Now we realize that the education of all students in our building must take top priority. We can provide more and more intensive services for these students if we schedule better. The tail can’t wag the dog! (McLeskey & Waldron, 2000)
The Master Schedule

1. What is the process for creating the master schedule in your school?
2. What core values are reflected in your school’s master schedule?
3. Does the master schedule reflect a commitment to rigorous, accessible instruction for all students in the LRE?
4. Does the master schedule promote collaboration and shared leadership?
5. How could you work to address barriers related to scheduling in your school?
Staffing to Prioritize Inclusion

**Students First**
- Number of students per grade level
- Number of service hours
- Clustering students
- Number of teachers needed

**Meeting Student’s Needs**
- Target content specific interventions
- Research based interventions
- Guided reading

**Master Schedule Development**
- Determine inclusive school model
  - Content
  - Grade Level
- Assign staff
- Co-taught classes
# Inclusive Instructional Models

## Co-Teaching
- Two teachers
- Equally shares responsibility for teaching
- Distribution for planning, instruction, and evaluation for a classroom of students
- All content areas; block scheduling

## Paraprofessional
- Self-contained classroom
- Direct supervision of special education teacher
- Co-teaching and/or co-planning

## Consultant Teacher
- Provides direct/indirect services to students
Scheduling to Prioritize Inclusion

**Collaboration**
- Teachers
- Related Service Providers
- Making Adjustments

**Assign Students**
- SWDs come first
- Specific classes
- IEP services
- Cluster students

**Co-Teaching**
- Two teachers
- Identify pairs
- Teacher strengths
- Areas of certification
# Planning for Effective Co-Teaching

<table>
<thead>
<tr>
<th>Types of Planning</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| **Face-to-Face**  | ✓ Prepare & design instruction  
✓ Accommodations/ Modifications  
✓ Disaggregate Student Data |
| **Electronic**    | ✓ Lessons available, reflect student needs  
✓ Documents service delivery  
✓ Accessible to both teachers |
| **On-the-Spot**   | ✓ Start-up  
✓ Review & predict  
✓ Fast talk |

*Not a substitute for face-to-face or electronic planning*
Taking Action: Staffing and Scheduling to Prioritize Inclusion

- Please identify any potential barriers to inclusion that may be present in the staffing and scheduling practices currently in place in your school.
- Work as an individual or as a school team to create an Action Plan for overcoming these barriers.
Taking Action: Staffing and Scheduling to Prioritize Inclusion

Based on your own evidence and/or the contributions of our colleagues, please complete the “Staffing and Scheduling to Prioritize Inclusion” section of Part 2.

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<th>Timeline By When? (Day/Month)</th>
<th>Resources</th>
<th>Potential Barriers</th>
<th>Communication Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Cultivating a Culture of Inclusion</td>
<td>What Will Be Done?</td>
<td>Who Will Do It?</td>
<td>A. Resources Available</td>
<td>B. Resources Needed (financial, human, &amp; other)</td>
<td>A. What individuals or organizations might resist? B. How will we address this?</td>
<td>Who is involved? What methods? How often?</td>
</tr>
<tr>
<td>Goal 2: Staffing and Scheduling to Prioritize Inclusion</td>
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<th>Communication Plan</th>
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</thead>
<tbody>
<tr>
<td>Goal 3:</td>
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<tr>
<td>Goal 4:</td>
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Addressing Barriers to Inclusive Best Practice:

BUILDING STAFF CAPACITY

In schools that successfully develop staff capacity for best inclusive practice, “collaborative learning and shared instructional leadership become fused into professional practice” (Lambert, 2002)
Using a Shared Leadership Model to Prioritize Inclusion

<table>
<thead>
<tr>
<th>Features of Successful Shared Leadership Frameworks (Lambert, 2002)</th>
<th>Opportunities to Prioritize Inclusion in Your School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators and teachers learn collaboratively, working in teams to advance practice and find solutions</td>
<td>Morning collaboratives, LEAP meetings, PLCs and grade-level team meetings, co-planning meetings</td>
</tr>
<tr>
<td>Professional practice is based on a shared vision and common values</td>
<td>Weave consideration of inclusive culture into school and classroom structures</td>
</tr>
<tr>
<td>Inquiry-based, data-driven, reflective practice is the expectation for administrators, teachers, and students alike</td>
<td>Data meetings, CST/SST meetings Co-planning reflection meetings Collaborative learning experiences</td>
</tr>
<tr>
<td>Roles, routines, and procedures reflect collective responsibility for the outcomes of all students</td>
<td>Interrogate your practice</td>
</tr>
</tbody>
</table>
Taking Action: Building Staff Capacity to Prioritize Inclusion

- Please identify any potential barriers to inclusion that may be caused by gaps in staff capacity in your school.
- Work as an individual or as a school team to create an Action Plan for overcoming these barriers.
Taking Action: Building Staff Capacity to Prioritize Inclusion

Based on your own evidence and/or the contributions of our colleagues, please complete the “Building Staff Capacity to Prioritize Inclusion” section of Part 2. Then complete the final two questions beneath the table.

<table>
<thead>
<tr>
<th>Building Staff Capacity</th>
<th>Goal 3:</th>
<th></th>
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</table>

**Evidence of Success** *(How will you know that you are making progress? What are your benchmarks?)*

**Evaluation Process** *(How will you determine that your goal has been reached? What are your measures?)*
Take action in your school

Work with your colleagues to:

❖ Identify barriers to inclusion in your school
❖ Cultivate inclusive values and beliefs among students and staff
❖ Ensure that school-wide structures and systems support inclusion
❖ Ensure that your collaborative and instructional practices build capacity for inclusive best practice within yourself, in your colleagues, and in your students
Take Action in the Greater Community: Join the DCPS Inclusive Vision Project

To learn more, to offer your feedback, or to contribute to this work, please contact:

Jennifer Blair
jennifer.blair@dc.gov
References


