



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Teaching and Learning

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=ef4ytI64Oyk>



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
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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**
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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?

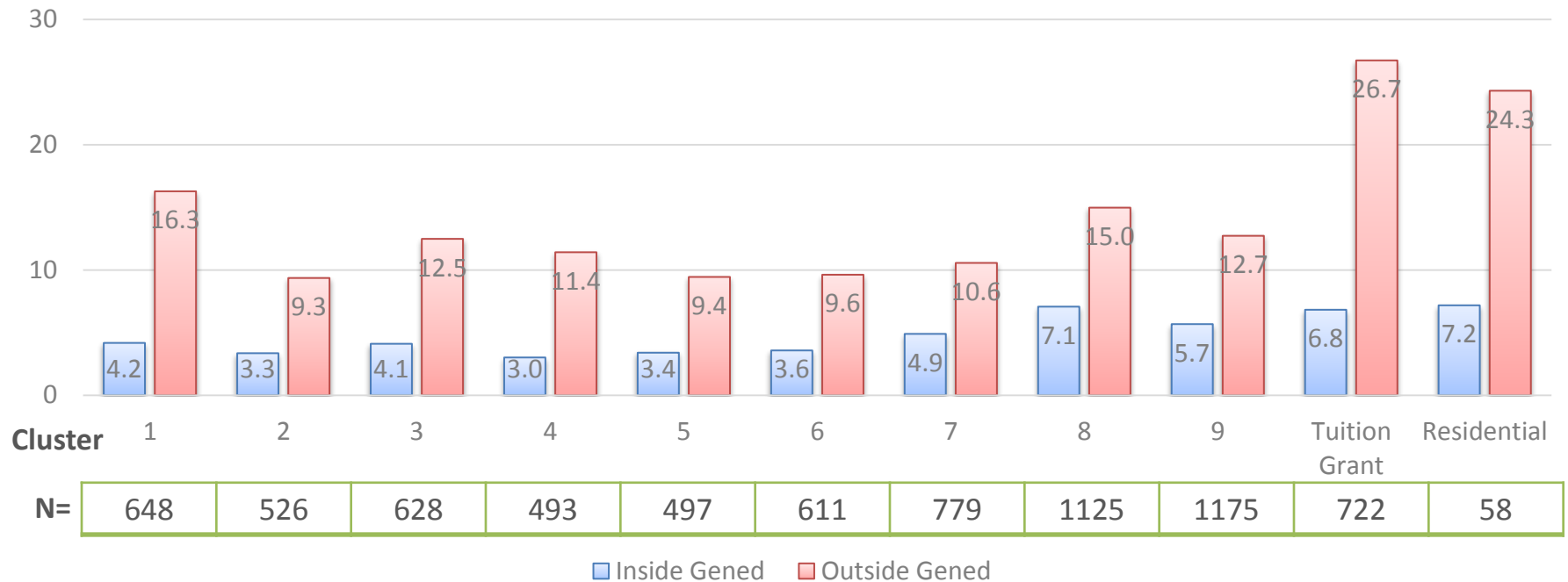
Inclusion is a mindset that leads to set of **practical actions** that result in students with disabilities spending **most or all** of their day in school or community-based environments with their non-disabled peers.

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?

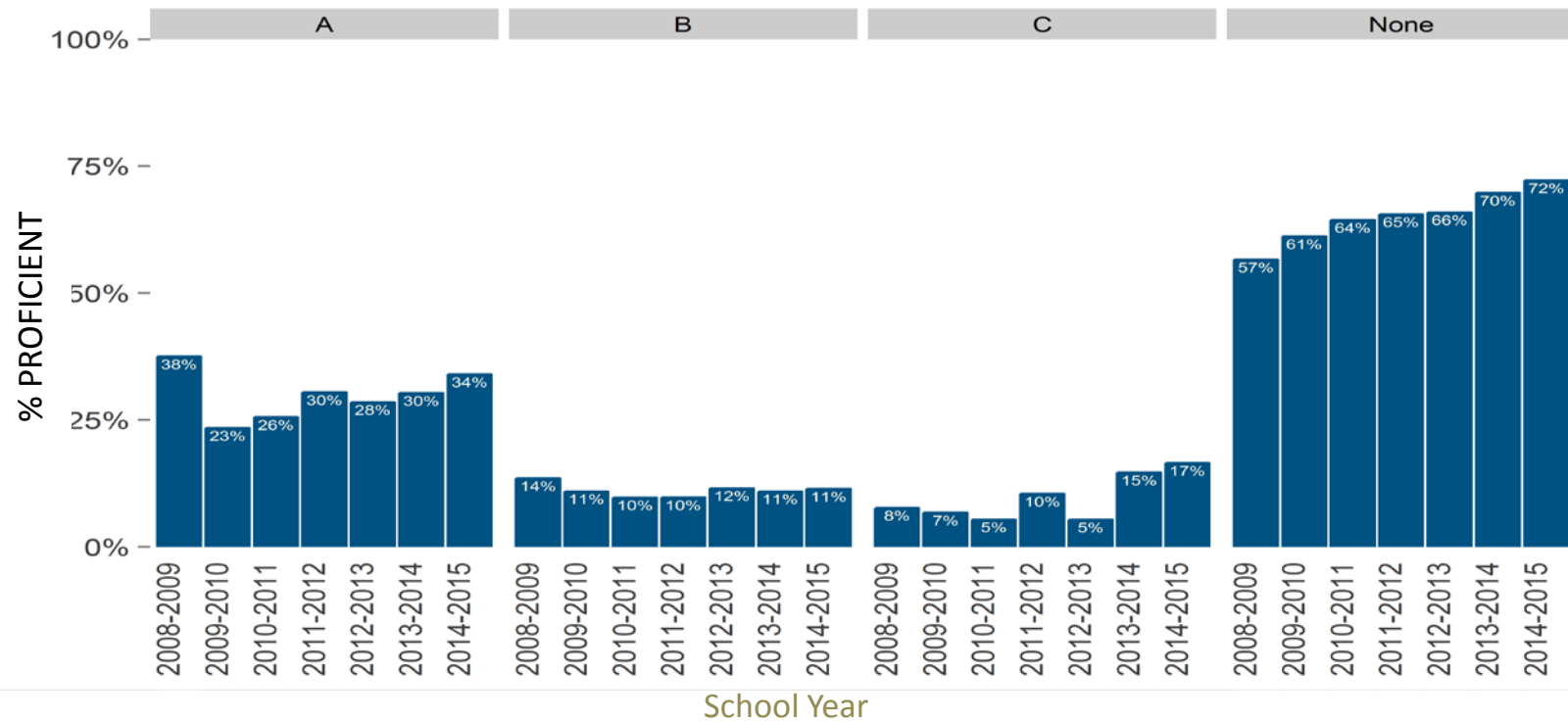
Average Hours of Academic Services Per Week





Current Practice in DCPS: What conclusions can we draw?

DIBELS End of Year Proficiency by Special Education Status





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.
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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
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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?

Academic Year	Project Implementation Goals
Program Development 2016-2017	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
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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.



Addressing Barriers to Inclusive Best Practice:

CREATING A CULTURE OF INCLUSION

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.

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



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

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

Examples of Observable Practice

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

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

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

- 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

Essential Features of Inclusive Schools (Kugelmass, 2006)

#5 - An understanding of inclusion as a social justice issue

#6 - Communication of the commitment to inclusion to the school and broader communities

Examples of Observable Practice

- The shared values underlying inclusive practice are apparent in school and classroom structures, common language, and staff and student interaction
- Evidence of this commitment is visible in the schools and identifiable in feedback received from staff, students, and their families





Addressing Barriers to Inclusive Best Practice:

STAFFING AND SCHEDULING TO PRIORITIZE INCLUSION

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)



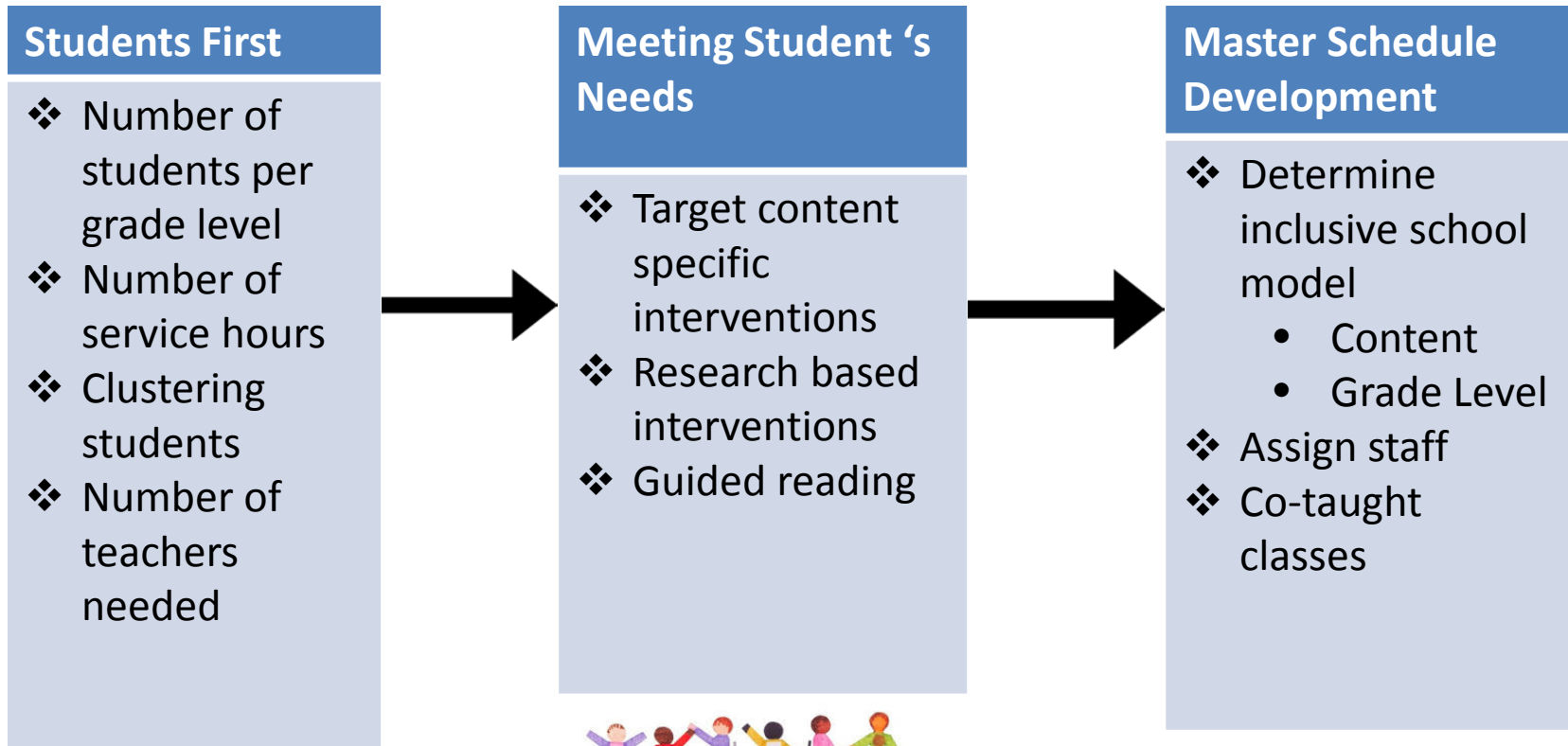


The Master Schedule

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



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

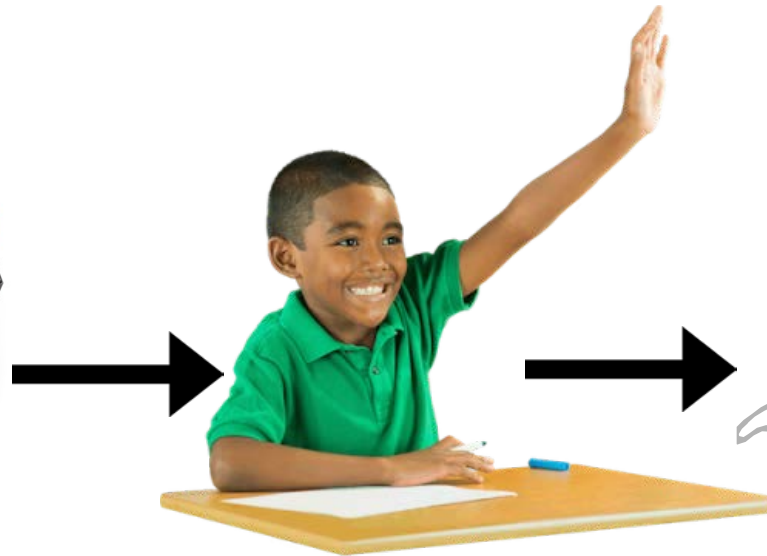


Scheduling to Prioritize Inclusion



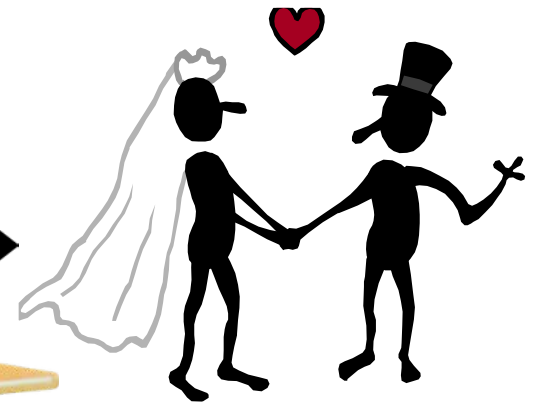
Collaboration

- 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

Types of Planning	Purpose
Face-to-Face	<ul style="list-style-type: none">❖ Prepare & design instruction❖ Accommodations/ Modifications❖ Disaggregate Student Data
Electronic	<ul style="list-style-type: none">❖ Lessons available, reflect student needs❖ Documents service delivery❖ Accessible to both teachers
On-the-Spot <i>Not a substitute for face-to-face or electronic planning</i>	<ul style="list-style-type: none">❖ Start-up❖ Review & predict❖ Fast talk



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.

	Title <i>Identified Area of Focus</i>	Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When?</i> <i>(Day/Month)</i>	Resources <i>A. Resources Available</i> <i>B. Resources Needed</i> <i>(financial, human, & other)</i>	Potential Barriers <i>A. What individuals or organizations might resist?</i> <i>B. How will we address this?</i>	Communication Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Cultivating a Culture of Inclusion	Goal 1:						
Staffing and Scheduling to Prioritize Inclusion	Goal 2:						



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

Features of Successful Shared Leadership Frameworks (Lambert, 2002)

Administrators and teachers learn collaboratively, working in teams to advance practice and find solutions

Professional practice is based on a shared vision and common values

Inquiry-based, data-driven, reflective practice is the expectation for administrators, teachers, and students alike

Roles, routines, and procedures reflect collective responsibility for the outcomes of all students

Opportunities to Prioritize Inclusion in Your School

Morning collaboratives, LEAP meetings, PLCs and grade-level team meetings, co-planning meetings

Weave consideration of inclusive culture into school and classroom structures

Data meetings, CST/SST meetings
Co-planning reflection meetings
Collaborative learning experiences

Interrogate your practice





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.

Building Staff Capacity	Goal 3:							
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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
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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:

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References

Kugelmass, J. (2006). Sustaining cultures of inclusion: The value and limitations of cultural analyses. *European Journal of Psychology and Education*, 21(3).

Lambert, L. (2002). A framework for shared leadership. *Education Leadership.*, 59 (8).

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McMaster, C. (2013). Building inclusion from the ground up: A review of whole school re-culturing programs for sustaining inclusive change. *International Journal of Whole Schooling*, 9(2).
