



What's the T on the Inclusionary Practices Professional Development Project?

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PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Planning with Data, Aligning Curriculum, Improving Instruction, Engaging Families and Communities, Closing the Gap

You may be hearing a lot of talk about increasing professional learning around inclusionary practices for educators in Washington state.

OSPI recently shared a study conducted by the National Council on Disability (2018) ranking Washington state in the lowest quintile for inclusion nationwide (44th out of 50 states)[1]. Data shows only 57% of students with disabilities are included in general education settings for 80-100% of the school day[2]. Last year, the Legislature responded by passing Engrossed Substitute House Bill 1109, which provided \$25,000,000 to OSPI over fiscal years 2020 (\$10M) and 2021 (\$15M) to create professional learning opportunities supporting better inclusionary practices, emphasizing coaching and mentoring. OSPI selected the Center for Strengthening the Teaching Profession (CSTP) to plan and coordinate the Inclusionary Practices Professional Development Project (IPDP).

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WHY ARE WE TELLING YOU THIS?

AWSP is excited to be one of many organizations involved with the IPPDP cadre as an external partner navigating the implementation of better inclusionary practices for Washington state educators — our focus being, of course, YOU, the building learning leaders. Since November 2019, AWSP has embarked on a “fact-finding” mission to measure the understanding of what inclusion and inclusionary practices are from our members’ perspective and evaluate what the immediate needs are in order to embed targeted inclusionary practices within all of our professional learning opportunities.

AWSP developed and deployed a survey to our members to gauge a better understanding of inclusionary best practices, perceived barriers, and professional learning needs of school leaders. Between Nov. 22, 2019, and Feb. 24, 2020, AWSP provided this survey to attendees at AWSP professional learning opportunities, board and committee meetings, and through targeted emails and e-newsletters to all 3500+ active AWSP members. Through these efforts, AWSP received 88 responses. This small, blind sample of active school administrators will help influence and guide AWSP’s future professional learning opportunities targeted to — and framed with — the lenses of equity and inclusion.

Categorizing these findings within a Culture, Systems, and Learning philosophy, as outlined within the *School Leader Paradigm: Becoming While Doing*, AWSP, utilizing a cycle of inquiry, will assist learning leaders in enriching their professional pedagogy to build and lead learning organizations. Our goal is to help you, as a learning leader, disrupt and dismantle systemic isolation of students who have IEP plans and identify better practices for incorporating inclusive practices as professional and educational expectations and norms.

When analyzed through the culture/systems/learning lenses, AWSP identified many areas of improvement [Table 1] based on survey responses. Further analysis of these improvement areas indicated overlap: there were several categories that fell into two or more buckets on the culture, systems and learning continuum. AWSP identifies these areas as immediate needs [Table 2] and will work to embed relevant content addressing these needs within our professional learning opportunities first.

WHY NOW?

Why such a push on inclusionary practices now? Because it is way overdue. Based on the body of research, the current reality of inclusionary practice programs in Washington state has much room for improvement. As learning leaders, we know you are all focused on improving the culture, systems and learning in your buildings and are committed to learning about and supporting inclusionary best practices. AWSP will continue to provide ongoing professional learning embedded with inclusionary best practices to assist you in increasing the academic, social and emotional outcomes for all students. We are dedicated to supporting you through engaging professional learning as you navigate your way to improved inclusionary practices for all your students and your entire school community.

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If you did not take the opportunity to participate in our research, don't worry! AWSP will be sending out further surveys as this project progresses. We want to make sure all voices have a chance to participate

and share understanding because no two schools are the same.

We exist to strengthen your learning and your leadership.

For more information on the IPPDP cadre and the work being done statewide, please visit: <https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project>. ■

Table 1 — Areas for Improvement

Culture	Systems	Learning
<ul style="list-style-type: none"> • There is a vision of shared ownership for all students at the school • Expectations for students with IEPs • Visiting sites where inclusionary practices are being implemented successfully 	<ul style="list-style-type: none"> • General education teachers and special education teachers regularly plan together • All faculty members are knowledgeable of the contents of each student's IEP for whom they are responsible • There are in-class support options for students with special needs utilizing co-teaching • There are in-class support options for students with special needs utilizing peer support • Service personnel such as occupational therapists and speech pathologists plan with the general education teacher and provide services within the general education class, when appropriate 	<ul style="list-style-type: none"> • Differentiated instruction is the predominant instructional methodology used in classrooms • Teachers understand the difference between accommodations and modifications • Limited understanding of what inclusion and inclusionary practices are • Pedagogy and continued professional support

Table 2 — Immediate Needs

<ul style="list-style-type: none"> • Students served on IEPs are actively involved with their placement • The school has a plan or program for increasing positive student-to-student relationships (ex. PALS, Circle of Friends, etc.) • Ability to hire and retain quality staff • Learning from panels of leaders, teachers, families and students who have been implementing practice and their experiences

[1] National Council on Disability. (2018). The Segregation of Students with Disabilities. https://nccd.gov/sites/default/files/NCD_Segregation-SWD_508.pdf

[2] Office of Superintendent of Public Instruction. (2019). Special Education Federal Child Count.