As you settle in, please …

- Review your District Leadership Team roster (based on your application) for thoroughness and accuracy:
  - Make any necessary changes (additions or deletions)
  - Make sure that the District Team Facilitator and Primary District Team contact information is completed
  - Leave on your table or with Jamie or Helene
- Make a table tent with your district name.
Today’s Agenda

• Understand the expectations of the facilitator and your role in support and facilitation of—and participation in—the Inclusionary Practices Project.

• Learn what to expect with UDL implementation and how to motivate and engage your team with this work.

• Review what you and your district need to do to set a stage for successfully implementing inclusive practices.

• Understand the guiding principles of UDL.

• Become familiar with the UDL guidelines and checkpoints.

• Develop a deeper understanding of what UDL looks like in practice.
At Your Table …

Choose two nouns. Be creative!!!

(need inspiration?)
At Your Table, Complete this Sentence

Being a leader of advancing inclusionary practices in my district is like a __________________ because __________________________.
Norms ala Dr. Katie Novak

- Stay engaged
- Experience discomfort
- Speak your truth
- Expect and accept non-closure
Norms of Collaboration: Based on Garmston and Wellman, 1999

- Pausing
- Paraphrasing
- Probing
- Putting ideas on the table
- Paying attention to self and others
- Presuming positive intentions
- Pursuing a balance between inquiry and advocacy
Inclusionary Practices: Statewide Support for District Change

The Washington Association of School Administrators’ (WASA) project, with support from WSSDA, will provide professional learning and support to assist districts as they move to more fully inclusive learning environments for students with disabilities.
WASA Project Advisory Board

Superintendent Component
• Dr. Deb Clemens, Superintendent, North Thurston

Special Education Administrators
• Lori Gylling, Special Services Director, Naches Valley
• Maureen (Mo) Lyden, Special Education Director, East Valley
• Dr. Andy Rogers, Special Services Executive Director, South Kitsap

Instructional Program Administrators
• Jennifer Kindle, Student Learning Executive Director, Selah
• Dr. Jennifer Bethman, Secondary Schools Assistant Superintendent, Bethel
• Linda McKay, Student Success and Learning Assistant Superintendent, NCESD
Introducing the WASA Team

- Helene Paroff, Project Manager/Director
- Jamie Chylinski, Project Coordinator
- Dr. Kathy Shoop, Project Evaluator
- Dr. Rick Eigenbrood, Project Evaluator
- Angela Johnstone, Project Lead (eastside)
- Carolyn Lint, Project Lead (westside)
Project Goals

• Increase district supports/resources for teachers of targeted students

• Deepen district understanding of what is needed to implement the LRE/UDL work

• Change the allocation of students in LRE levels 1,2, and 3 from Spring 2019 to Spring 2021

• Increase the percentage of targeted students placed and successfully participating in core classes from 2018–19 to 2020–21

• Increase students’ perceptions of feeling safe/welcomed in their school from Spring 2020 to Spring 2021.
Questions to Constantly Ask Yourself and Your Team

• How does this project, its structure, and its goals fit with other Inclusionary Practices work and other district initiatives?

• How does this project serve as a bridge to changing teaching practice?
Visit the WASA website at www.wasa-oly.org/Inclusion.
Your Role as District Team Facilitator

• Bridge work between district team and the classroom
• Maintain the momentum in-district between work sessions
• Schedule and communicate with other members of the District Leadership Team and the Project Lead
• Assist in the monitoring and evaluation of project goals
## Activities Throughout the Two Years

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>WHO ATTENDS</th>
<th>DATES</th>
</tr>
</thead>
</table>
| Face to Face Convenings with Katie Novak      | District Leadership Team                          | January 16, 2020  
|                                               |                                                  | May 6 and 7, 2020  
|                                               |                                                  | August 12, 2020  |
| Face to Face Convenings with Lisa Bosio       | District Team Facilitators (and possibly one/two others) | February 25 or 26, 2020  |
| Zoom/Webinars with Katie Novak                | District Leadership Team                          | March 16, 2020  
|                                               |                                                  | April 20, 2020  
|                                               |                                                  | June 22, 2020  
|                                               |                                                  | * 9 – 10:30 a.m. * |
| Book Study – *Universally Designed Leadership*| District Leadership Teams And others as appropriate Guide to be provided | Ongoing |
| Virtual Training Modules                      | Anyone in District                                | ** More info to come! |
| Online Graduate Course                        | District Team Facilitators                        | ** More info to come! |
Role of the Project Leads

- Support you as you and your District Leadership Team explore the Leadership, Competency, and Implementation Drivers
- Assist you in creating and addressing plans for implementation of an inclusionary system.
- Create learning networks among the District Team Facilitators.
Project Evaluation Requirements

- Offer clear measurable goals for adults and students
- Establish a data baseline; create tools to gather
- Determine measures to monitor progress; create tool(s)
- Measure final progress toward goals; create tools
- Prepare and present quarterly, semi-annual, and annual progress reports and a final report
Project Evaluation:
Role of the District Team Facilitator

• Act as ‘Point of Contact’ for evaluation requests
• Submit team meeting notes (WASA Survey Tool) and share with project evaluators
  • Collect and submit team member responses to open-ended questions
• Assure that team completes requested assessments (e.g. self-assessment, student feedback survey)
Monitoring and Evaluating Project Goals

The role of the District Team Facilitator in the work:

- Act as ‘Point of Contact’ for evaluation requests from project evaluators
- Submit team meeting notes (WASA Survey Tool) and share with project evaluators
  - Collect and submit team member responses to open-ended questions
- Assure that team completes requested assessments (e.g. self-assessment, student perception survey)
LRE Data

• Provide the LRE for your district.
• Provide the number of LRE 1 and LRE 2 students who received no ‘F’ grades in core math or English/Language Arts classes in Grades 6-12 for each of these two years.
• Complete the table using the November Student Count for 2018-19 and 2019-20.

**NOTE:** Use the actual number regardless of disability category, gender, or ethnicity.
Directions: Please complete the table using the November Student Count for 2018/2019 and 2019/2020. Note that we are requesting the actual number regardless of disability category.

<table>
<thead>
<tr>
<th>School District:</th>
<th>LRE Level Count</th>
<th>November Count</th>
<th>LRE Level Count</th>
<th>Number of Students Receiving NO “Fs” in core classes in Grades 6 -12.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LRE 1</td>
<td>LRE 2</td>
<td>LRE 3</td>
<td>Math</td>
</tr>
<tr>
<td>2018-2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For **Goal 1**, DTFs will....

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Feb-May/August 2020</th>
<th>Mid-Project May-August 2020</th>
<th>Sept 2020-March/April 2021</th>
<th>Final April/May 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase district supports and resources for teachers</td>
<td>District Application q. 5 and 6, re: 2018-19</td>
<td>DLT Meeting attendance via WASA Survey Tool</td>
<td>DLT Meeting attendance via WASA Survey Tool</td>
<td>DLT Meeting attendance via WASA Survey Tool</td>
<td>Meeting attendance over time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Was there a change in UDL PD/PL Supports and Resources for teachers?
<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Feb-May/August 2020</th>
<th>Mid-Project</th>
<th>Sept 2020-March/April 2021</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Deepen district understanding of LRE/UDL</td>
<td>District Application q. 1 and 2; <em>District Self-Assessment Survey #1</em></td>
<td>DLT Meeting attendance + evals via WASA Survey Tool</td>
<td>DLT Meeting attendance + evals via WASA Survey Tool</td>
<td>DLT Meeting attendance + evals via WASA Survey Tool</td>
<td>Change in responses over time</td>
</tr>
<tr>
<td></td>
<td>Open-ended evals from 1.16.20</td>
<td></td>
<td><em>District Self-Assessment Survey #2</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For **Goal 2**, **DTFs will**...
For **Goal 3**, DTFs **will**....

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Feb-May/August 2020</th>
<th>Mid-Project</th>
<th>Sept 2020-March/April 2021</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Change allocation of students re LRE</td>
<td>District Application q. 8, 9: 2018-19 LRE 2019-20 LRE * Resubmit request for LRE 1,2,3 Number of students at each level</td>
<td>DLT Meeting attendance via WASA Survey Tool</td>
<td>DLT Meeting attendance via WASA Survey Tool</td>
<td>DLT Meeting attendance via WASA Survey Tool</td>
<td>2020-21 LRE</td>
</tr>
</tbody>
</table>
For **Goal 4**, DTFs **will**....

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Mid-Project</th>
<th>Sept 2020-March/April 2021</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Increase % of students placed and successfully participating in core classes</td>
<td>District Application q. 8, 9: 2018-19 LRE 2019-20 LRE</td>
<td>Results of lesson plan self-assessment re: UDL Flowchart #1</td>
<td>DLT Minutes re: creation, review, and use of UDL Prototype Lesson Plan via WASA Survey Tool</td>
<td>2020-21 LRE number of grades 3-12 students passing core classes 2020-21</td>
</tr>
<tr>
<td></td>
<td>Number of 3-12 students passing core classes 2018-19 and 2019-20 *Request forthcoming</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For **Goal 5**, DTFs will....

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline</th>
<th>Mid-Project</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nov-Dec 2019</td>
<td>May-August 2020</td>
<td>April/May 2021</td>
</tr>
<tr>
<td>5. Increase students’ perceptions of feeling safe and welcomed</td>
<td>Student Feedback</td>
<td>Student Feedback</td>
<td>Student Feedback</td>
</tr>
<tr>
<td></td>
<td>Survey</td>
<td>Survey #1</td>
<td>Survey #2</td>
</tr>
<tr>
<td></td>
<td>10% sample from 2 grades,</td>
<td>representative sample of</td>
<td>representative sample of</td>
</tr>
<tr>
<td></td>
<td>subsequent years</td>
<td>students</td>
<td>students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Feedback Survey

• Go to www.wasa-oly.org/InclusionResources

• In 2019-20
  • Class 1 Districts: 10% of a purposeful random sample of student population
  • Class 2 Districts: All in grade
  • Grades 3, 7, and 9
  • Administer between March 15, 2020 and March 31, 2020

In 2020-21
  • Class 1 Districts: 10% of a purposeful random sample of student population
  • Class 2 Districts: All in grade
  • Grades 4, 8 and 10
  • To be administered in June 2021
Questions to Constantly Ask Yourself and Your Team

• How does this project, structure, and goals fit with other Inclusionary Practices work and other district initiatives?

• How does this project serve as a bridge to changing teaching practice?
Exit Slip

- What questions have emerged about the UDL work as a result of today’s session?

** What questions have emerged about your role as a result of today’s session?
Visit the WASA website at www.wasa-oly.org/Inclusion.