

<https://www.wasa-oly.org/inclusion>

## **WASA IPP 2023-24 Project Description**

*Why should my district participate in the WASA Inclusionary Practices Project?*

- Bring district initiatives (MTSS, PLCs, SEL, Belonging, IP, Equity) together through focused, ongoing virtual and in-person professional development and workshopping opportunities.
- Learn from industry leader Katie Novak and Washington’s own KC Knutson as they lead our virtual kick-off in September, followed by visual seminars, action planning sessions, workshops, and an in-person Summit in May 2024.
- Create a district Theory of Action that drives strategy and improvement efforts to build a universally designed tier 1 foundation of a multi-tiered system.
- Deepen team understanding of MTSS & UDL
- Deepen team knowledge and practical understanding of implementation science, improvement science, and complex change theory.
- Enhance, build, and deepen a district culture of data that is conducive to creating a demonstrated positive impact.
- Choose a pathway in the project that supports your district’s background knowledge and level of readiness.
- Receive personalized coaching from an assigned Project lead to support your team facilitator in leading the work.
- Connect and learn from other districts through regional Problem of Practice Gatherings throughout the school year.
- Build team capacity, develop a vision, and enact a strategy of sustainable, inclusive systems.
- Receive a \$4000.00 stipend to support this district work.

## About WASA Inclusionary Practices Project

**Project Theory of Action:** *If we provide the assistance needed to help districts increase supports/resources for teachers of targeted students and deepen districts' understanding of what is needed to plan and implement Universal Design for Learning/Inclusionary Practices work across a district system, then the percentage of those targeted students placed/successfully participating in core classes and feeling safe/welcomed in their school will increase.*

**Project Goals:** The specific goals of the project are to:

1. Increase district supports/resources for teachers of targeted students.
2. Deepen district understanding of what is needed to implement the UDL/IP work.
3. Change the allocation of students in LRE levels 1, 2, and 3 from baseline to final data collection.
4. Increase the percentage of targeted students placed and successfully participating in core classes from baseline to final data collection.
5. Increase students' perceptions of feeling safe/welcomed in their school from baseline to final data collection.

## How to Participate

### Project Team Membership

**Each participating district, either new to the project or continuing, must have a core leadership team of:**

- Superintendent or Deputy/Assistant Superintendent
- Teaching and Learning Central Office Administrator
- Special Education Central Office Administrator
- Teams can be rounded out with up to 4 more educators (other central office administrators, building leaders, teacher leaders, and instructional coaches).

- 1-2 of the team members will serve as a professional development provider within the district and be expected to take on a role in building internal capacity after the project concludes. Responsibilities, after the project concludes, may include facilitating district professional development, presenting at faculty meetings, teaching a graduate course, etc.

**Each District Leadership Team will identify:**

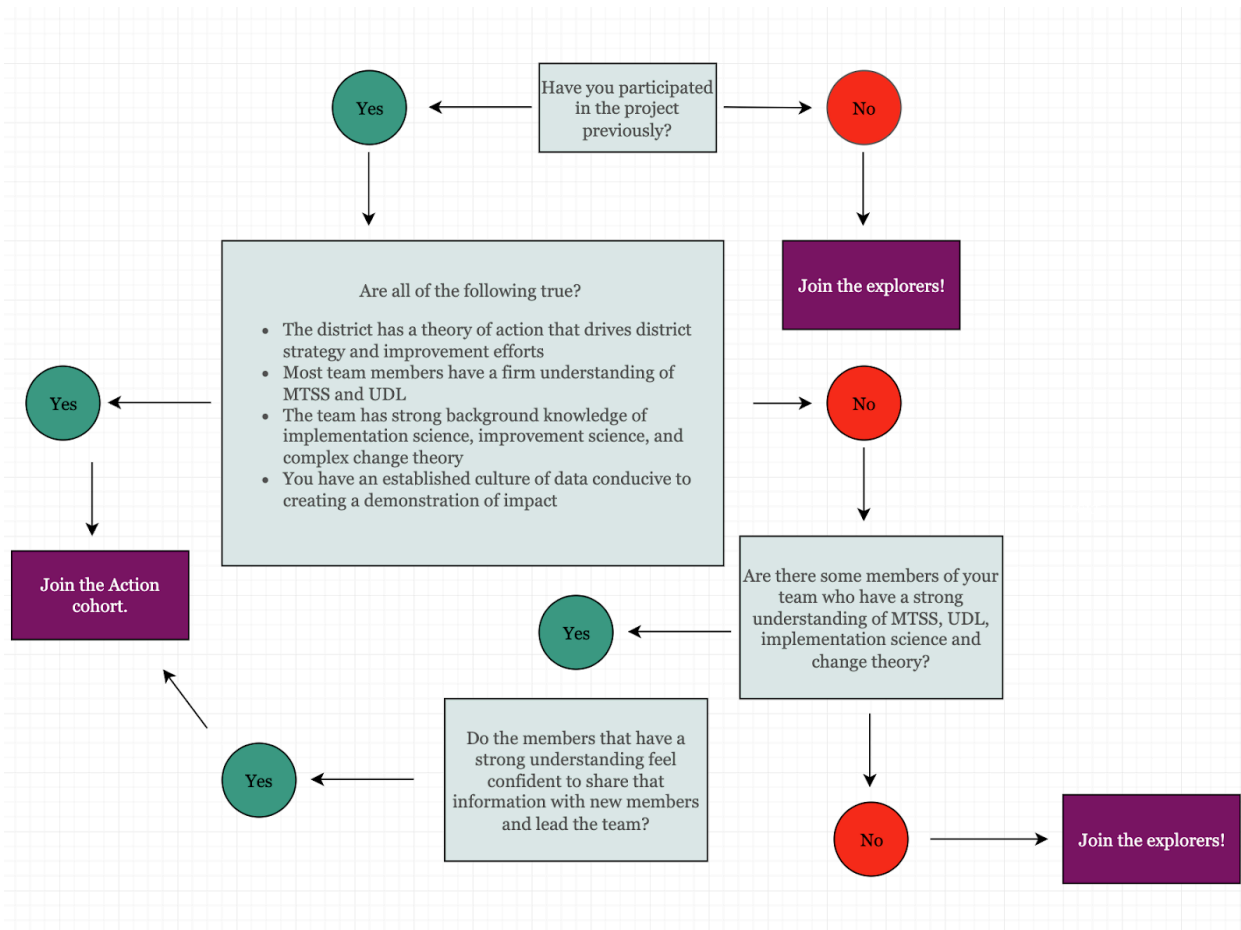
- **A Team Facilitator:** This is a member of the District Leadership Team and the designated point person for all district planning, self-assessment work, meeting minutes, etc. This person must have a district-level position and the authority to make/participate in district-level decisions (i.e., Superintendent/Assistant Superintendent, Director of Teaching and Learning, Director of Special Education).
- **Professional Development Provider(s) (PDP):** Each team will identify 1-2 team members who will be responsible for facilitating professional development focused on UDL within their district to build internal capacity and support competency drivers. This person needs to have the willingness and aptitude to present to large and/or small groups, design and deliver graduate-level coursework, and take on a distributed leadership role in the district. Note: The PDP can be the same as the DTF, as there will not be overlap in the learning sessions, but it can be someone different and does not need to be a person in a district role if the person has the support of the superintendent to provide professional development throughout the district.

### **Project Information Session**

- Interested districts can attend a virtual session on **August 21, 2023, from 12:00 pm-1:00 pm** to learn more about the project from consultant Katie Novak and project director Amy Wright. The Zoom link will be available on the WASA website and emailed to district leaders prior to the event.

### **Two Pathways to Meet District Team Needs**

- This year this project will consist of two pathways: **Explore & Action.** Participating districts will select the pathway that best suits their team's needs.
- Wondering which pathway to select? See the flowchart that follows and/or attend the information session on *August 21, 2023.*
- Returning districts that have new members may be an "Action" team but have members who can attend "Explore" seminars to build background knowledge.



## Virtual Half Day Kick-Off 8:30-10:00ff with Katie Novak and KC Knutson

**September 14th, 2023 8:00-11:00 am - Let's get the year started with our project with energy and vision!** Project team district facilitators are required to attend. Other members of the district are encouraged to attend.

### Explore Pathway: Professional Learning Seminars

Led by KC Knutson, this virtual series will be specifically tailored to provide practical applications of UDL and MTSS. Each session will run for 90 minutes once per month, for a total

of six sessions, and will provide attendees with concrete tools, exemplars, and scaffolds to put learning into action. The whole team is required to attend for Explore Pathway district, new members from Action teams may attend.

*All sessions will be held from 8:30 -10:00 a.m.*

- Session 1: **Implementation Science and Complex Change Theory** - October 10, 2023
- Session 2: **Introduction to MTSS Driven by an Instructional Vision** - November 7, 2023
- Session 3: **Deep Dive on Instructional Design** - January 16, 2024
- Session 4: **Deep Dive on Tiered Systems and UDL** - February 27, 2024
- Session 5: **Deep Dive on Systems and Structures for MTSS** - March 26, 2024
- Session 6: **Theory of Action Workshop** - May 7, 2024

## **Action Pathway: Team Facilitators Action Planning Series**

Led by Katie Novak, these 90-minute virtual sessions will be focused on action planning to improve student outcomes. Each session will have an action item that will be submitted through the course platform.

*All sessions will be held from 9:00-10:30 a.m.*

- Session 1: **Identify Barriers and Set Goals** September 18, 2023, from 9-10:30 am
- Session 2: **Designing Inclusive Learning Environments** October 23, 2023, from 9-10:30 am
- Session 3: **Implementing Multi-Tiered Systems of Support (MTSS)**-November 20, 2023, from 9-10:30 am
- Session 4: **Personalizing Instruction with UDL Principles**-January 8, 2024, from 9-10:30 am
- Session 5: **Collaboration and Data-Driven Decision Making** March 4, 2024, from 9-10:30 am
- Session 6: **Sustainability and Reflection** April 29, 2024, from 9-10:30 am

## **Action Pathway: District Teams Accountability Workshopping Sessions**

Led by Katie Novak, this virtual series will specifically focus on creating and implementing accountability measures to drive advancements in student outcomes within each district. Throughout the series, there will be a total of four 3-hour virtual sessions dedicated to this topic. All team members should attend. The accountability measures will encompass the following areas:

- Session 1: **Student Academic Outcomes**, October 26, 2023, 8:30 - 11:30 am
- Session 2: **Inclusion Rates**, January 11, 2024, from 8:30 - 11:30 am
- Session 3: **Teacher Perception Measures**, March 14, 2024, from 8:30 - 11:30 am
- Session 4: **Student Perception Measures**, April 25, 2024, from 8:30 - 11:30 am

It's important for school districts to adapt and tailor the specific measures of student and teacher perception to align with their unique contexts and priorities. By utilizing these accountability measures, districts can monitor progress, identify areas for improvement, and make informed decisions to enhance student outcomes and create more inclusive learning environments.

## **Explore & Action Pathways: Professional Development Provider Series (PDP)**

Led by Katie Novak. One of the goals of this project is to build internal capacity within each school district. Each Explore & Action group will identify 1-2 people (“PDPs”) who will be responsible for leading and measuring the impact of professional development focused on inclusive practice in the district. These individuals will attend six 90-minute professional development sessions. The purpose of each session is to ensure that PDPs feel prepared to design a professional development plan, complete a comprehensive professional development review and measure the impact of professional development.

- Session 1: **Introduction to Inclusive Practice and Professional Development Planning**, September 27, 2023, from 1-2:30 pm
- Session 2: **Designing Engaging and Interactive Professional Development**, November 1, 2023, from 1-2:30 pm
- Session 3: **Assessing Professional Development Needs and Creating Professional Development Plans**, November 29, 2023, from 1-2:30 pm
- Session 4: **Facilitating Effective Professional Development Sessions**, January 3, 2024, from 1-2:30 pm

- Session 5: **Evaluating and Measuring the Impact of Professional Development**, February 7, 2024 from 1-2:30 pm
- Session 6: **Sustaining and Scaling Professional Development Impact**, March 6, 2024 from 1-2:30 pm

### **Explore & Action Pathways: Surveys**

Both Pathways will have the opportunity to conduct district self-reflection surveys, as well as student feedback surveys throughout the year.

### **Explore & Action Pathways: In-Person Problem of Practice Regional Gatherings**

These impactful meetings bring together districts to share, problem-solve, and connect around their unique Problems of practice and theories of action. Attendance is optional, but highly recommended. More information to come with dates and locations.

### **Explore & Action Pathways: In-Person End of Year WASA IPP Summit**

May 23, 2024, 8:30-3:30 Location TBA

### **Questions?**

**Amy Wright, WASA IPP Project Director**

**(425) 765-3644**

**[awright@wasa-oly.org](mailto:awright@wasa-oly.org)**

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