WASA
Inclusionary Practices
Statewide Support for District Change
Welcome Back Cohort 1!

- Please use the chat box to:
  - List your name, district, and position
    - If able, you can add, under Rename, your district and position
  - Share your greatest hope as you enter Year 2 in WASA's Inclusionary Practices Project.
  - Ask any questions.

- A copy of today’s slide deck was emailed earlier and will be available on the project website: [www.wasa-oly.org/inclusion](http://www.wasa-oly.org/inclusion)
Introducing the WASA Project Team

- Helene Paroff, Project Director
- Jamie Chylinski, Project Coordinator
- Michael Nelson, Project Manager
- Angela Johnstone, Project Lead
- Carolyn Lint, Project Lead
- Dr. Mary Wilson, Project Lead
- Dr. Kathy Shoop, Project Evaluator
- Dr. Rick Eigenbrood, Project Evaluator
Today’s Purposes

- To best prepare you and the rest of your District Leadership Team for the August 12 launch of Year 2 and the remainder of the year.
- To provide information about the major activities for the remainder of the year.
- To share and learn from each other.
- To answer any questions you might have.
The Washington Association of School Administrators’ (WASA) project, with support from the Washington State School Directors’ Association (WSSDA), will provide professional learning and support to assist districts as they move to more fully inclusive learning environments for students with disabilities.
# WASA Inclusionary Practices Project Goals

<table>
<thead>
<tr>
<th>Increase</th>
<th>Increase district supports/resources for teachers of targeted students.</th>
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<tbody>
<tr>
<td>Deepen</td>
<td>Deepen district understanding of what is needed to implement the LRE/UDL work.</td>
</tr>
<tr>
<td>Change</td>
<td>Change the allocation of students in LRE levels 1, 2, &amp; 3 from Fall 2020 to Spring 2021.</td>
</tr>
<tr>
<td>Increase</td>
<td>Increase the percentage of targeted students placed and successfully participating in core classes from 2019-20 to 2020–21.</td>
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<tr>
<td>Increase</td>
<td>Increase students’ perceptions of feeling safe/welcomed in their school from Fall 2020 to Spring 2021.</td>
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## Role of the District Team Facilitator

<table>
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<tr>
<th>Disseminate</th>
<th>Bridge</th>
<th>Maintain</th>
<th>Provide</th>
<th>Solicit</th>
</tr>
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</table>
| Disseminate project information as appropriate (surveys, assessments, other) to all team members and others as appropriate | Bridge the work between your District Leadership Team and the district | Maintain momentum between work sessions | Provide meeting minutes and feedback to the project staff throughout the project | Solicit support from the Primary District Contact to be “wingman”

- Share role and responsibilities
Let’s Pause…

- What strategies have worked for you in your role as a facilitator?
District Team Facilitator Supports

- WASA Project Staff; most notably Project Leads
- Professional Learning Network meetings with Katie (4 times)
- Remote Learning Guide for District Team Facilitators
- For Facilitators section on WASA IPP website
- Online Graduate Level UDL Course (optional)
Remote Learning Guide for District Team Facilitators

- Can be found on the WASA IPP website (www.wasa-oly.org/Inclusion) under For Facilitators
- Can be used sequentially but does not need to be!
- Invaluable resource for facilitating this work as well as other collaborative work
Project Activities

- District Self-Assessment: Review with District Leadership Team
- Professional Learning with Dr. Katie Novak and Lisa Bosio
  - Entire District Leadership Team
  - District Team Facilitators/Professional Learning Network
  - Others as appropriate
- Student Feedback Survey
- Virtual Modules
- Book Study: *UDL Now!: A Teacher’s Guide to Applying Universal Design for Learning in Today’s Classrooms*
### Cohort 1 Calendar

- **Complete calendar was sent with July 29 email**
- **Available on WASA IPP website** ([www.wasa-oly.org/Inclusion](http://www.wasa-oly.org/Inclusion)) under Professional Learning Schedule: Cohort 1
- **Communication from the WASA IP Project Leads**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIMES</th>
<th>AUDIENCE</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>August 3, 2020</td>
<td>9:00 – 10:00 a.m.</td>
<td>District Team Facilitator/Primary District Contact</td>
<td>Review logistical info for the upcoming year</td>
</tr>
<tr>
<td>August 12, 2020</td>
<td>8:30 a.m. – 2:30 p.m.</td>
<td>District Leadership Team (DLT)</td>
<td>Statewide District 1 Convening Launch of Year 2</td>
</tr>
<tr>
<td>August 14, 2020</td>
<td>8:30 a.m. – 12:00 p.m.</td>
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Cohort 1 Launch of Year 2

- **Inclusionary Practices Statewide District Team Convening with Dr. Katie Novak**
  - District Leadership Team
  - August 12, 2020
  - 8:30 a.m.—2:30 p.m. | Zoom
  - Register (no cost) [here](#). Each individual member MUST preregister!
  - Agenda includes:
    - What is/is not inclusive practice and UDL?
    - Roadblocks to effective lesson design and system improvement
    - Tools to proactively minimize barriers
    - UDL Lesson Studies including resources
    - District Leadership Team Time
    - Review of strategic plans in light of new learning
    - Guidance for reviewing and vetting the strategic plan prior to sharing with stakeholders
Prior to August 12th …

- Completed District Self-Assessment
- Scheduled and/or facilitated the UDL book club
- Planned for use of and/or facilitated the use of the virtual modules for your team’s professional learning
- Drafted your district’s Theory of Action with 3 – 5 initiatives for 2020-21
Professional Learning Opportunity: Statewide Introduction to Inclusionary Practices

- A Deeper Dive into Inclusive Design and Instruction with Dr. Katie Novak
  - August 14, 2020
  - 8:30 a.m.–12 p.m. | Zoom
  - Audience: Cohort 1 and Cohort 2 district staff and stakeholders interested in an introduction to Inclusionary Practices.
  - “Closer to the Classroom Level”
  - Register (no cost) here. Each person interested in attending MUST preregister.
  - Limited to the first 1000 registrants!
  - Agenda includes:
    - A Full Planning Process – multiple examples of UDL in action
    - Exploration of resources on how to design inclusive lessons
    - UDL Immersion Activity
breathe in.
Student Feedback Survey

- Feedback on school experience – not teachers!
- Will be administered in October 2020 and early June 2021
- Updated and detailed instructions will be provided before October
- Begin to consider administration:
  - Districts with fewer than 2000 FTE: administer to all students in Grades 3, 7, and 9
  - Districts with 2001 or more FTE: administered to at least 10% of a purposeful random sample of students in Grades 3, 7, and 9 (avoiding an overrepresentation of students in LRE 3)
  - Discuss with teacher association and others
Ten-Pack Inclusive Virtual Training Modules

- Videos that can be used at faculty meetings, other professional learning offerings, self-reflection
- Includes a facilitation guide
- Can be found on the WASA IPP website (www.wasa-oly.org/Inclusion) under Professional Learning Schedule: Cohort 1
Unraveling or Unlearning: Adapting to Rapid Change in Schools
by Katie Novak, EdD and Allison Posey, MEd

https://www.novakeducation.com/unraveling-or-unlearning/

In your breakout room:
• Take a few minutes to scan/read the blog piece.
• Discuss what resonates with you.
• What stage of Unlearning are you in?
• What stage of Unlearning are those with whom you work?
• What strategies might you employ to support others?
• How might you use this blog piece in your district?
Books are provided for each District Leadership Team member

- WASA will send the books to the District Team Facilitator

- The Book Club Guide will be housed on the WASA IPP website (www.wasa-oly.org/Inclusion)
breathe in.
WASA IPP Meeting Minutes

➢ For project evaluation and clock hour purposes

➢ To include:
  ➢ Meeting date
  ➢ Number and role of participants
  ➢ Meeting purpose/objective/goal
  ➢ Meeting results/action(s) to be taken
  ➢ Response to Question 2: What questions have emerged about the UDL work as a result of the session?

➢ Submit as you go or in mid-September, mid-December, mid-March, and mid-June

➢ Can use fillable form on WASA IPP website (www.wasa-oly.org/Inclusion) under For Facilitators or your own form with those components
Clock Hours

- Clock hours are offered:
  - Based on professional learning throughout the year including:
    - District Leadership Team convenings
    - Professional Learning Network meetings
    - Book Study
    - Potential other activities
  - No registration fees
WASA IPP Evaluation Questions

1. In what ways did your understanding of UDL change today?
2. What questions have emerged about the UDL work as a result of the session?
3. What challenges do you foresee for you and/or your team moving forward?
District Stipend

- $4000 stipend to support your efforts and participation
- Send invoice to Jamie Chylinski at WASA (jchylinski@wasa-oly.org) for full amount at your earliest convenience.
- No need to submit receipts!
- Track usage at your district level.
- Can complement other sources of Inclusionary Practices funding.
- Possible uses:
  - Books or other UDL/MTSS/Inclusionary Practices resources
  - Other professional learning
  - Travel
  - Stipends
  - Substitutes
A priority for reopening schools is to serve students with as much face-to-face time with their educators and peers in schools as possible, consistent with health and safety guidelines.

Inclusionary Practices Competitive Grant Application

- The Inclusionary Practices 2020–21 Competitive Grant Application is now open!
- We are recruiting for additional partners for year two of the pilot, which provides direct funding to support professional development for inclusionary practices.
- Open to all local educational agencies (LEAs) in Washington, including school districts, charter schools, tribal compact schools, etc. This includes current pilot participants.
- School districts receive a $15,000 base allocation, plus a per-pupil allocation of $95 per student with a disability in the participating schools. Other types of LEAs receive a $5,000 base allocation, plus a per-pupil allocation of $95 per student with a disability in the participating school.
- Contact david.green@k12.wa.us for more information.
Other books you may want to invest in…
Other Resources

- Novak Educational Consulting blog posts
- CAST (http://www.cast.org/)
  - UDL Rising: Designing for Equity (6th Annual Symposium)
- Learning to Choose, Choosing to Learn by Mike Anderson
Online Graduate Course (optional)

➢ This eight-module course (three hours per week) is designed for the district Team Facilitator.

➢ Designed to take a deep dive into key concepts and best practices surrounding supporting and coaching teachers as they implement UDL.

➢ The knowledge gained during this course will help build capacity and can be used to help spread the message of UDL and MTSS to other stakeholders and educators in the state.

➢ Participation is limited to up to 40 facilitators from Cohorts 1 and 2.

➢ A survey is coming soon to determine interest, needs, and participation.
Stay in Touch

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509.953.9512

Jamie Chylinski, Project Coordinator
jchylinski@wasa-oly.org
Before we dig in…

WHAT PEOPLE THINK IT LOOKS LIKE…

WHAT IT REALLY LOOKS LIKE…

BIG IDEA!

YOU BUILD IT

OVERNIGHT SUCCESS

SOMEONE GIVES YOU MONEY

SEEMED LIKE OVERNIGHT SUCCESS TO EVERYONE NOT INVOLVED

FAIL A LOT

WORK REALLY HARD

LIFE HAPPENS

GET LOTS OF HELP

YOU START!

BE INSECURE A LOT
Successful Strategies