



West Linn-Wilsonville
School District

MOVING THE DIAL OF INCLUSIVE PRACTICE AT BOECKMAN CREEK PRIMARY SCHOOL

Zach Deets, School Counselor
Leslie Holden, Learning Specialist
Mark Lapides, Instructional Coordinator





OBJECTIVES:

- To share and explore the WHY, WHAT, HOW, and GROWING PAINS of inclusive practice
- To recognize our sphere of influence, and our ability to be agents of change
- To think through the high-leverage instructional and structural leadership moves we can make to help our teams move toward more inclusive structures and practices



West Linn-Wilsonville
School District





West Linn - Wilsonville School District Mission Question

How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?

West Linn - Wilsonville School Board Goal #1

Grow student achievement through the use of high leverage instructional strategies that raise rigor and generate equitable outcomes for all students while eliminating opportunity and achievement gaps.



Please take a few minutes to write down your thoughts....

What does inclusive practice look like to you?





The why of inclusive practice
Boeckman Creek Primary School
Movie Short



Inclusive Practices Reflection and Planning



“Inclusive structures and practices that my team has in place”



West Linn-Wilsonville
School District

District - Wide What, How, and Growing Pains:

An overview of our story and current structures





Special Education Department Vision and Focus Areas

Leading Together

WLWV Special Education Focus Areas 2017-18

We've Got This!

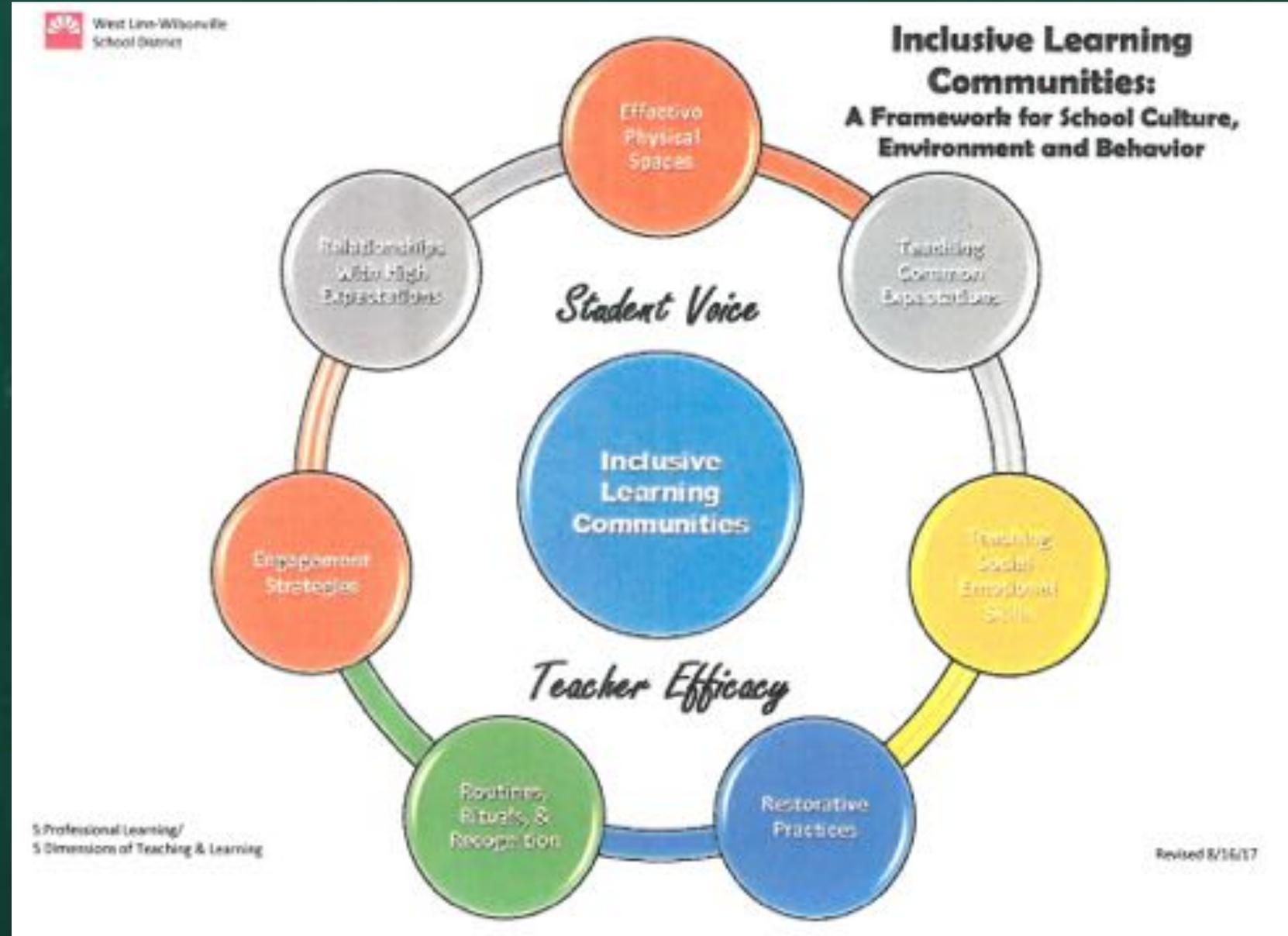
Meaningful Relationships are the Foundation for Rigorous Learning								
Improving Instructional Practices			Creating Inclusive Cultures			Increasing Student Voice		
Assessment for Student Learning	Student Engagement & Purpose	Curriculum & Pedagogy	Gen/SPED Collaboration	Belonging through Co-Curricular Activities	Every Student's Needs Met at Neighborhood School	Developing Independent Learners	Students Involved in IEPs	Every Student Effectively Communicates
<p>*The educator collects and uses student assessment data, using a variety of tools and approaches to inform instruction</p> <p>*Clear through-lines are seen with application-applies data in the present level, the goals, and progress notes, within each IEP and over time for each student</p> <p>*The purpose of evaluation is to support each child to know themselves as a learner and to strengthen the circles of support around that child, never to lower expectations or limit possibilities</p>	<p>*Engagement strategies capitalize on students' strengths, maximize student talk, and ensure all students have access to and are expected to participate in learning</p> <p>*Learning targets are clearly articulated, developed from CCSS standards, relevant & measurable</p> <p>*Students understand what they are learning and why they are learning it</p>	<p>*SPED instruction has clear connections to Gen Ed instruction, supporting progress toward CCSS, Moral/Performance Character, & Independent Living</p> <p>*Instructional materials, tasks, & tools are age appropriate, challenging and culturally & academically relevant</p> <p>*Each child's day includes engagement with high cognitive tasks & content, and explicit instruction when needed</p>	<p>*Ownership of student achievement, engagement, and success is shared collaboratively between gen/typ staff, and on-going communication supports the academic and social success of each student</p> <p>*SPED teachers and other specialists participate in Professional Learning Communities with Gen Ed staff & job-alike teams</p>	<p>*All students participate in co-curricular activities inclusively, benefiting the culture of the school, broadening opportunities for students with disabilities, and providing learning for every student in WLWV around the benefits of diversity</p>	<p>*Full range of supports in place to meet each student's academic, behavior, communication, independent living skills & social needs at every school K-21</p> <p>*Each school develops a culture that fosters equity, belonging and inclusivity for all children</p>	<p>*Each student cultivates a growth mindset</p> <p>*All students assess their own learning, use data to set learning and IEP goals, and monitor their own progress</p> <p>*Strong learning partnerships with peers</p>	<p>*IEPs are developed collaboratively with students, creating true ownership of learning for each student, and increasing the success of each student in reaching challenging goals and aspirations</p> <p>*Every IEP meeting includes meaningful participation by the student</p> <p>*Students are actively involved in planning for transitions</p>	<p>*Every student has the tools and opportunities to communicate effectively about his/her learning, needs, interests, and preferences in school and in the community</p>

Use a Common Instructional Framework for All Children: The 5 Dimensions of Teaching and Learning





Inclusive Learning Communities Framework





7 Components of Inclusive Learning Communities

Student Voice

7 Components of Inclusive Learning Communities

West Linn-Wilsonville School District

Teacher Efficacy

Component	The Vision	Guiding Questions
Engagement Strategies for All Students	<ul style="list-style-type: none"> Engagement strategies connect to and build on students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	<ul style="list-style-type: none"> Where is the locus of control over learning in the classroom? What specific strategies and structures are in place to facilitate participation and meaning making by all students? How does the teacher ensure that all students have access to participation in the work of the group? How is participation distributed?
Effective Physical Spaces	<ul style="list-style-type: none"> The physical arrangement of the room is welcoming and conducive to positive peer interactions and student learning. School staff works proactively to eliminate barriers to access (using a lens of universal design). Physical spaces help students maintain social-emotional and sensory regulation. When students walk into the classroom, they want to stay. 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom welcome students and promote positive peer interactions? How do elements of universal design contribute to access for all students? How do students use physical space to maintain social-emotional and sensory regulation? How is student voice evident in the physical arrangement of the classroom?
Teaching Common Expectations	<ul style="list-style-type: none"> Teachers have prepared in advance to identify schoolwide and classroom expectations for all students. Students know common expectations through models/examples of positive classroom behavior. Common expectations are taught at the beginning of the year and reviewed throughout the year. 	<ul style="list-style-type: none"> What are the schoolwide processes for collaboratively identifying common classroom expectations – including student voice? How are students introduced to high quality examples of expected classroom behavior? How often and in what context do teachers review common expectations throughout the year?
Rituals, Routines & Recognition	<ul style="list-style-type: none"> Routines and rituals are established to communicate school/classroom values of community, inclusivity and equity. Routines and rituals contribute to a stable, predictable classroom environment. Students are recognized for positive contributions to the school/classroom community. 	<ul style="list-style-type: none"> How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? What structures and systems are in place to recognize students for positive contributions to the school/classroom community? How do rituals, routines and recognition (in the classroom and schoolwide) provide opportunities for student leadership and voice?



7 Components of Inclusive Learning Communities

Student Voice

7 Components of Inclusive Learning Communities

Teacher Efficacy

West Linn-Wilsonville School District

Component	The Vision	Guiding Questions
Teaching Social-Emotional Skills	<ul style="list-style-type: none"> Teachers identify specific social-emotional skills to teach and have appropriate resources for instruction. Social-emotional skills (including self-awareness, self-management, and social/relational awareness) are taught in explicit and implicit ways. Students have opportunities to generalize skills across settings and with different peer groups. Students recognize their social-emotional strengths and areas for additional learning. 	<ul style="list-style-type: none"> How do the teacher and other school staff partner to provide instruction in social-emotional skills? How does the teacher create opportunities to practice specific social-emotional skills within the context of classroom tasks? To what degree are students able to talk about their social-emotional needs and strengths in different contexts and identify specific strategies to match their current need?
Restorative Practices	<ul style="list-style-type: none"> A pre-active culture of community-building allows restorative practices to be a natural extension of the classroom culture. Responses to inappropriate or disruptive behavior emphasize acknowledging responsibility, repairing harm and restoring relationships rather than emphasizing consequences. Schools use structures and strategies that promote restorative dialogue and build empathy (e.g. peacemaking circles, mediation, conferencing). 	<ul style="list-style-type: none"> What structures and routines are in place to create a positive and supportive classroom culture, where students and teachers naturally engage in constructive and restorative dialogue? What structures are in place to help students identify the harm they have done to the school/class community? What structures are in place to provide opportunities for repairing harm and restoring relationships? How do students learn the skills to engage in restorative dialogue?
Relationships with High Expectations	<ul style="list-style-type: none"> Teacher is a "warm demander," holding high standards while offering emotional support and instructional scaffolds to help all students access classroom curriculum. Teacher shows respect and personal regard for all students. 	<ul style="list-style-type: none"> How does the teacher create opportunities for productive struggle? How does the teacher communicate high expectations for all students while providing emotional and academic support? In what verbal and non-verbal ways does the teacher express warmth? How do students respond to feedback and challenges?

This Framework is designed to be a companion to the 5 Dimensions of Teaching and Learning from the Center for Educational Leadership. These 7 Components are part of the 5th Dimension: Classroom Environment and Culture



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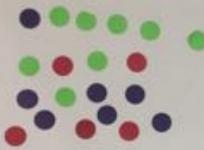
Inclusive Schools Leadership Team





Inclusive Schools Leadership Team Goal Setting

5. 100% of schools in WLWV will improve their school culture in terms of equity, belonging and inclusivity.



How will we measure this goal? *if*

How do we define equity? How do we measure it?

School Surveys? including "inclusion" and celebrating diversity in Second Step / Soc Skills lessons and track

Interviews

LEAD TOOL
7 Components: Observations, Student Interviews, Staff Interviews, Student Surveys, Staff Surveys, Parent Surveys, Community Surveys

2. All Student Services Staff Will engage in 1 co-teaching experience this year.



Need to create structures for co-teaching teams to inquire & learn together.

Coteaching will increase capacity at a building level & create trust and belief in inclusion.

Fire → aim → ready

3

300 hours of training
- communication, conflict resolution, problem solving, collaboration and trust
at least 200 hours of training

Goal: 300 hours for leaders to design their leaders in school and how school about education

1. 100% of Students served by SPED Will Participate in their IEP this year.



13

Look at how we measure and students at primary - how they can share examples of how they participate? is currently happening w/ all learning specialists (video, interviews)

Because truly effective goals cannot be created w/o it.

*Error check" if nothing marked. Have no default.



Cycles of Inquiry





Other Structures

- Kickoff – Teacher Led Workshops, IAs
- Learning walks
- Coffee Talks at Schools
- All Born In
- Blue Time / Subbing Out IAs
- Jump Start (all levels)
- On Going Instructional Assistant Training Structures





Growing
pains and
where we
are going...

Classroom Environment & Culture: District-Supported Learning and Moves

- Year 1: 2017-18
 - District Review of Health/Wellness standards and curriculum/materials adoption
 - Develop shared understanding of framework components with:
 - Building administrators
 - General Education teachers, Special educators, certified and classified
 - Resource: PARASHARP professional learning tools for use by principals, certified, and classified staff
 - Buildings develop initial assessment of their level of implementation & support needs
 - Offer for-credit class on deepening behavior management skills/effective classroom climate and culture for all students
 - Conduct learning walks focusing on Classroom Environment & Culture in sampling of schools
- Year 2: 2018-19
- Year 3: 2019-20



The story of MH...

The power of assumptions, and one family's experience at our school. Noticing a fundamental shift in our beliefs.



School - Wide What, How, and Growing Pains:

An overview of our story and
current structures



- Demographics
- Creating the conditions for change
- Using student-first thinking and language
- Collaboration and co-teaching
- Family partnerships



Growing pains and where we are going...



Inclusive Practices Reflection and Planning

“Inclusive structures and practices that my team is on the verge of”





Leslie's story...

Advocating for students
and unexpected leadership



Special Education Team What, How, and Growing Pains:

An overview of our story and current
structures



- Demographics
- Creating the conditions for change
- Realignment of staffing
- Collaboration and co-teaching
- Family partnerships



Growing pains, and
where we are going...



Inclusive Practices Reflection and Planning



“Leadership moves I can make to help my team move toward more inclusive structures and practices”



Networking Activity

Please find a person you don't know to connect with

Introduce yourself....

- Name, district, role, and something remarkable about your work

Share...

- An inclusive structure that your team has in place
- An inclusive structure that your team is on the verge of
- A leadership move that you are going to make to move your team toward more inclusive structures / practices



Thank you!!

Feel free to contact us for further conversation.

Zach Deets, Counselor deetsz@wlwv.k12.or.us

Leslie Holden, Learning Specialist holdenl@wlwv.k12.or.us

Mark Lapides, Instructional Coordinator lapidesm@wlwv.k12.or.us