



# Inclusionary Practices Professional Development

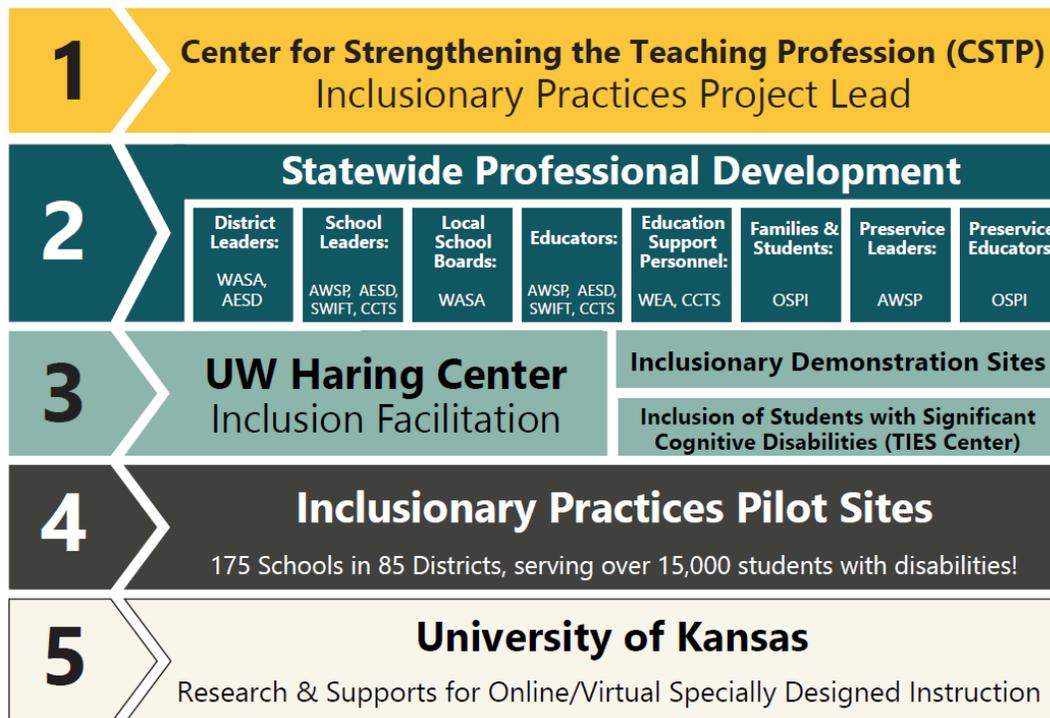


## Project Background

Inclusion is the belief and practice that all students have the right to meaningfully access academic and social opportunities in general education settings. Research consistently supports a positive link between access to instruction in general education settings and improved outcomes for students. Washington State is in the lowest quintile for inclusion nationwide<sup>i</sup>, with 57% of students with disabilities included in general education settings for 80–100% of the school day<sup>ii</sup>.

**Washington ranks  
44<sup>th</sup> out of 50 states  
for inclusive practices**

To support more inclusive schools, the Office of the Superintendent of Public Instruction (OSPI) is partnering with stakeholders through the Inclusionary Practices Professional Development Project. This two-year, \$25,000,000 project will span the 2019–20 and 2020–21 school years, with emphasis on implementation of professional development in support of inclusionary practices. The project focus is on coaching and mentoring classroom teachers on best practices for inclusive education, differentiated instruction, and individualized instruction.



## Professional Development

For inclusion to be successful, personnel from paraeducators to district superintendents, and families, need to know what inclusion is and how their role is expected to support an inclusive learning environment. This project is about changing the culture in Washington, and for that reason, OSPI has partnered with multiple professional development (PD) providers to provide PD to a wide range of audiences.

## Best Practices Demonstration Sites

The Haring Center for Inclusive Education at the University of Washington is collaborating with school districts across the state to create demonstration sites highlighting best practices in inclusive education. These schools will participate in transformational professional development, and in turn provide learning experiences that inspire continuous improvement, with the goal of creating learning communities as sites for research, professional development, teacher preparation, and model demonstration sites for best practices in inclusive education. These schools will serve as exemplars to show the benefits of inclusionary practices on student outcomes. Schools will be notified by March 9, 2020 of their acceptance as a Demonstration Site.



# Inclusionary Practices Professional Development



## TIES Center Collaboration

Washington was recently selected to receive support from the TIES Center, a national provider of technical assistance, on building more inclusive practices and policies in schools statewide. The goal of the partnership is to increase the meaningful inclusion of students with significant cognitive disabilities in general education settings.

The technical assistance provided by the TIES Center is grounded in four foundational pillars:

- Increased **Time** and number of students in general education.
- Increased **Instructional effectiveness**.
- Increased **Engagement**, including communicative competence.
- Increased **State support** for inclusive practices.

The CSTP and the University of Washington are both working with OSPI in the Inclusionary Practices Professional Development Project and partnership with TIES. Over the course of this school year, opportunities for educators and school districts to participate in this work will be provided. Lake Washington School District has been selected as a partner for 2020–2021.

## Pilot Districts and Schools

In fall of 2019, **175 schools** from **85 school districts** accepted an invitation to participate in the Inclusionary Practice Project. School districts in this project will be awarded a base allocation of \$15,000 and a per-pupil allotment of \$95 for every student with an individualized education program (IEP) who is enrolled in the participating schools. These funds will be used to access additional professional development and coaching opportunities in support of inclusive learning.

## Pilot Cohort Summaries

**Least Restrictive Environment (LRE)** data are a measure of the percent of a school day a student with a disability (SWD) spends in general education settings. While there are multiple measures included in LRE calculation, for the purposes of the Inclusive Practices Project, data analysis focused on:

- LRE 1: Placed in general education for 80-100% of the school day
- LRE 2: Placed in general education for 40-79% of the school day
- LRE 3: Placed in general education for 0-39% of the school day

Statewide Totals		2019:	2018:
Total Schools:		2,211	2,195
Total Student Population:		1,111,153	1,099,081
Total Special Ed Population:		134,234	130,490
Data	2018 Baseline:	2019 Update:	2021 Targets:
LRE 1 (80-100%):	56.6%	57.7%	62%
LRE 2 (40-79%):	29.2%	28.4%	27%
LRE 3 (0-39%):	12.8%	12.4%	11%

Pilot Totals		2019:	2018:
Pilot Schools:		175	183
Pilot Student Population:		110,010	121,422
Pilot Special Ed Population:		15,070	15,232
Data	2018 Baseline:	2019 Update:	2021 Targets:
LRE 1 (80-100%):	36.7%	41.5%	50%
LRE 2 (40-79%):	50.6%	46.2%	40%
LRE 3 (0-39%):	12.1%	11.7%	10%

For more information, please visit our [project webpage](#) or contact [inclusion@cstp-wa.org](mailto:inclusion@cstp-wa.org).

<sup>i</sup> National Council on Disability. (2018). *The Segregation of Students with Disabilities*. [https://ncd.gov/sites/default/files/NCD\\_Segregation-SWD\\_508.pdf](https://ncd.gov/sites/default/files/NCD_Segregation-SWD_508.pdf)

<sup>ii</sup> Office of Superintendent of Public Instruction. (2019). *Special Education Federal Child Count*.