

# Building Inclusive Teams: Take Action

Session 2



**PUBLIC**<sup>™</sup>  
CONSULTING GROUP



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Solutions that Matter

# Session 2 Agenda

- Review of Session 2 Pre-Activities
- Take Action (Framework Step 5)
  - Assess Current Practices
  - Review Inclusive Strategies
  - Create an Action Plan
- Preview of Session 3



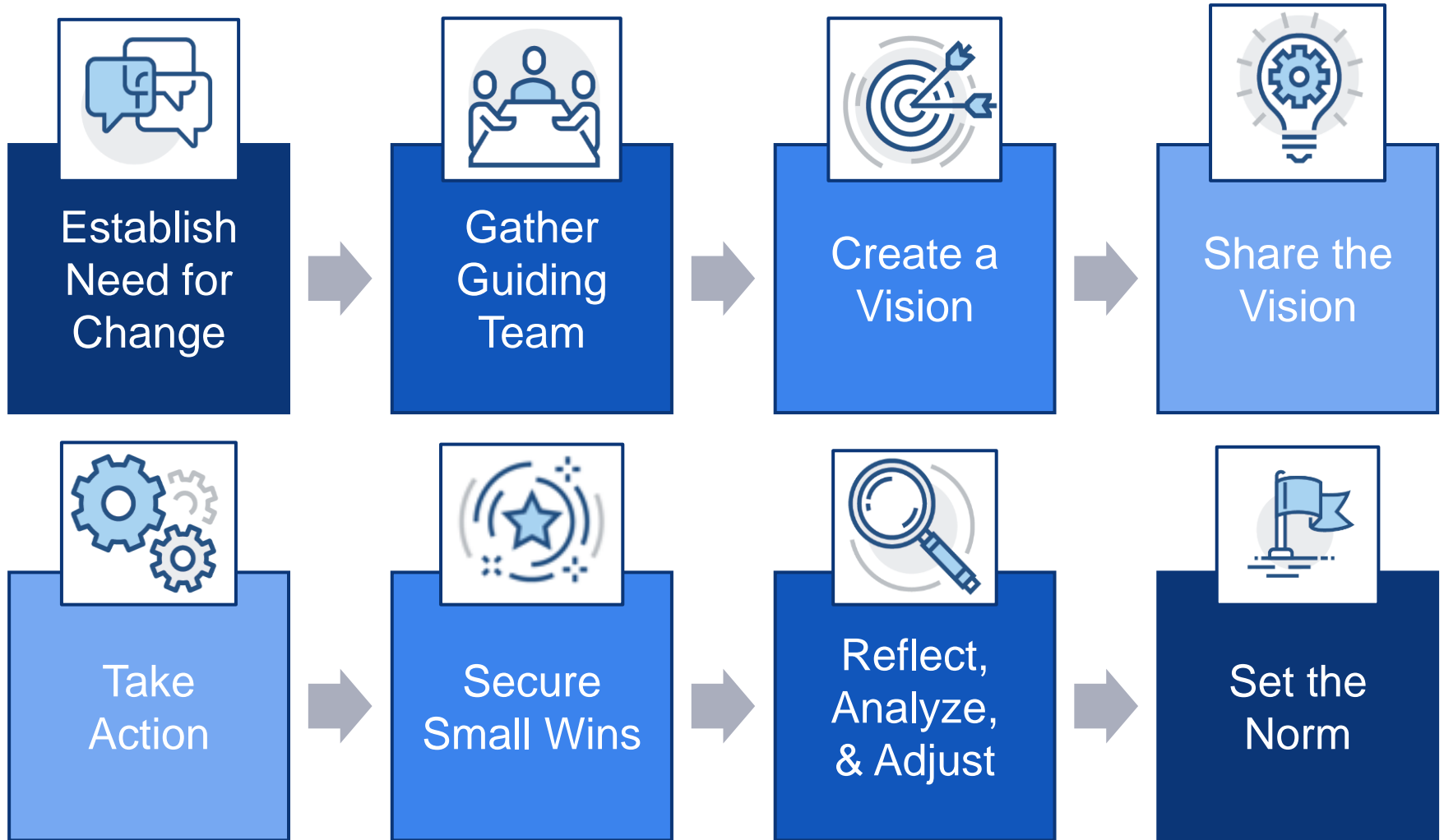
# Session 2 Objectives

## Participants will be able to...

- Describe the importance of assessing current inclusive practices
- Select additional inclusive practices or strategies to implement
- Identify the necessary steps for creating an action plan to increase inclusive practices



# Inclusive Practices Framework



What challenges did you encounter when creating your vision statement?





“Successfully educating (SWSID\*) requires simultaneous access to ***inclusive environments, a meaningful curriculum, purposeful instruction, and necessary supports.***”

Giangreco, Dymond, & Shogren, 2016

*\*students with significant intellectual disabilities*

Establish  
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Gather  
Guiding  
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Create  
Vision

Share  
Vision

**Take  
Action**

Secure  
Small  
Wins

Reflect,  
Analyze,  
& Adjust

Set the  
Norm

**VISION WITHOUT  
ACTION IS  
MERELY A  
DREAM. ACTION  
WITHOUT VISION  
JUST PASSES THE  
TIME. VISION  
WITH ACTION  
CAN CHANGE THE  
WORLD.**

**JOEL A. BARKER**

# Take Action

*Part 1: Assess Current Practices*

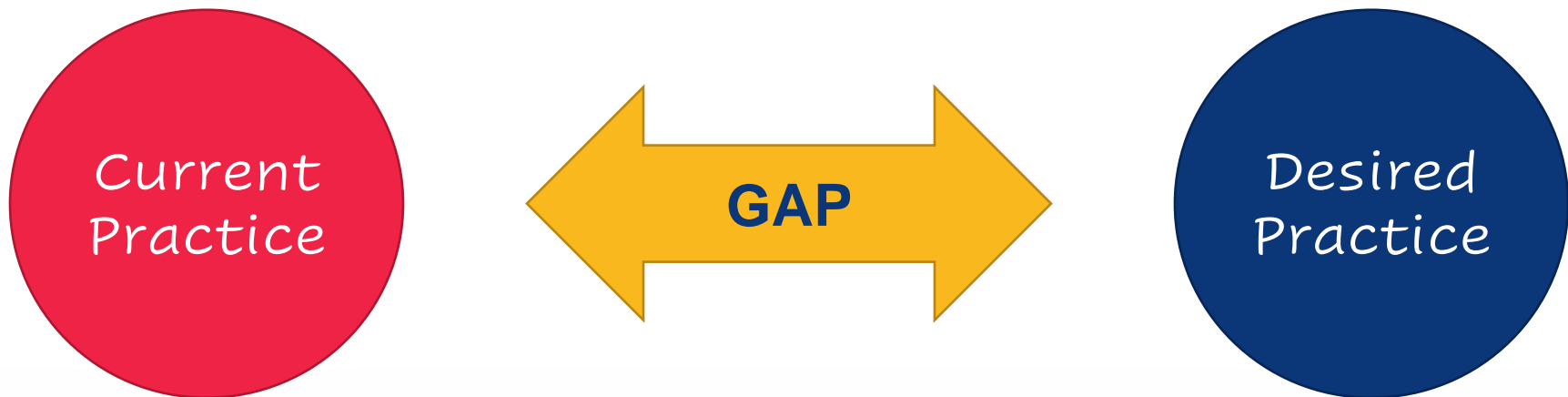
*Part 2: Review Inclusive Strategies*

*Part 3: Create an Action Plan*



# Assess Current Practices

- ✓ What is being done currently?
- ✓ What does your vision describe as desired practice?
- ✓ What actions and supports are needed to address the gap?

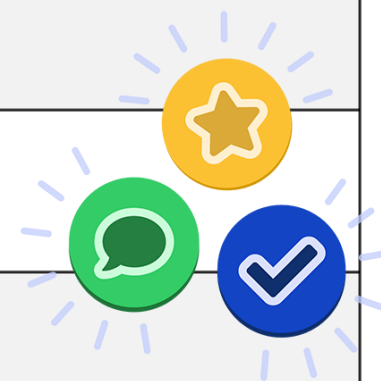


# What Can You Control?



## Assessing Current Practices

CURRENT PRACTICES	What are our current practices?	What changes need to take place to meet your vision??	What additional support is needed and who can support the change?
Inclusive Mindset			
Inclusive Team (Collaboration)			
Inclusive Vision			
Inclusive Instructional Practices			
Celebration of Progress and Success			
Reflection and Adjustment Procedures			
Inclusive Norms			



# Take Action

*Part 1: Assess Current Practices*

*Part 2: Review Inclusive Strategies*

*Part 3: Create an Action Plan*

What inclusive strategies are already in use in your classroom or school?



# Inclusive Strategies

## Climate/Environment

1. Growth Mindset
2. Classroom Climate
3. Classroom Setup

## Instruction/Assessment

1. Universal Design for Learning
2. Individualized Expectations
3. Universal Supports



# Climate/Environment:

## 1. Growth Mindset



Instead of... ( <i>Fixed Mindset</i> )	Try... ( <i>Growth Mindset</i> )
He is not ready for school.	How can we get school ready for him?
We don't have enough resources.	What can I do with the resources I have?
She needs to be pulled out to a separate setting.	How can I make sure she has a sense of belonging?
I need more paraprofessionals.	What can he do independently?
We have tried this strategy before.	Did any part of it work?
I wasn't trained for this.	Where can I learn more?

# Climate/Environment:

## 2. Classroom Climate



- Reflect on your beliefs about inclusive teaching.
- Establish a classroom climate that fosters belonging for all students.
  - Teacher-Student rapport
  - Student-Student rapport
  - Convey your confidence in the abilities of all students
- Model expected behavior and attitudes.

### COVID-19 Consideration:

How will you establish connection with your students if learning is primarily virtual? How will you encourage rapport among students?



# Climate/Environment:

## 3. Classroom Setup



- Ask yourself, “How does the way I set up classroom spaces and activities **foster** or **inhibit** inclusion?”
- Be attentive to your own use of space in the classroom (where you stand and sit, for example).
- Vary your class activities to offer opportunities for students to participate in large group, paired, small group and individual work.

### COVID-19 Consideration:

What formats and platforms will you use to conduct inclusive lessons if learning is primarily virtual, or a hybrid of in-person and virtual?

# Inclusive Strategies

## Climate/Environment

1. Growth Mindset
2. Classroom Climate
3. Classroom Setup

## Instruction/Assessment

1. Universal Design for Learning
2. Individualized Expectations
3. Universal Supports



# Instruction/Assessment:

## 1. *Universal Design for Learning*



### UDL is...

- ✓ A way to optimize teaching to effectively instruct a diverse group of learners.
- ✓ Based on insights from the science of how people learn.
- ✓ Flexible in how students access material, engage with it and show what they know.

### UDL is *not*...

- ✗ A curriculum or technology platform.
- ✗ One method of teaching all students. A variety of methods are used to give all students an equal opportunity to succeed.
- ✗ An “us” vs. “them” resource. UDL benefits all kids, not just those who struggle.

### UDL's three core principles help optimize lesson plans for all learners

- 1 Representation:** Provide information in more than one format—like audio, video and hands-on learning—to help students access material in ways best suited to their learning strengths.
- 2 Action and expression:** Offer flexibility in how kids interact with the material and show what they've learned, such as choosing to take a test, give an oral report or do a group project.
- 3 Engagement:** Look for different ways to motivate students and sustain their interest, like letting them make choices and giving them assignments that feel relevant to their lives.

# Instruction/Assessment:

## *2. Individualized Expectations*



- Use grade-level academic standards as the starting point.
- Unpack standards for access at student's level.
- Clearly articulate mastery criteria to identify specific ways for students to demonstrate their knowledge.
- Ask the question, “How might this information present barriers to learners?”

### **COVID-19 Consideration:**

What might individualized expectations for students look like if learning is primarily virtual, or a hybrid of in-person and virtual?



# Meaningful Access to Grade-Level Curriculum



What might it look like?

Gen Ed Expectations	Potential Modifications
1. Select a topic	1. Select topic from three options
2. Identify similarities and differences	2. Demonstrate understanding of 'same' and 'different'
3. Paraphrase resources	3. Paraphrase sentences read aloud by someone else
4. Organize details into cohesive paper	4. Dictate and copy sentences
5. Read paper aloud to the class	5. Present a graphic representation of info to the class

# Instruction/Assessment:

## 3. *Universal Supports*



- Establish prior knowledge
- Provide scaffolding
- Reinforce abstract concepts with concrete examples
- Use modeling with both teachers and peers
- Utilize formative assessment strategies
- Consider forward/backward instructional design

### **COVID-19 Consideration:**

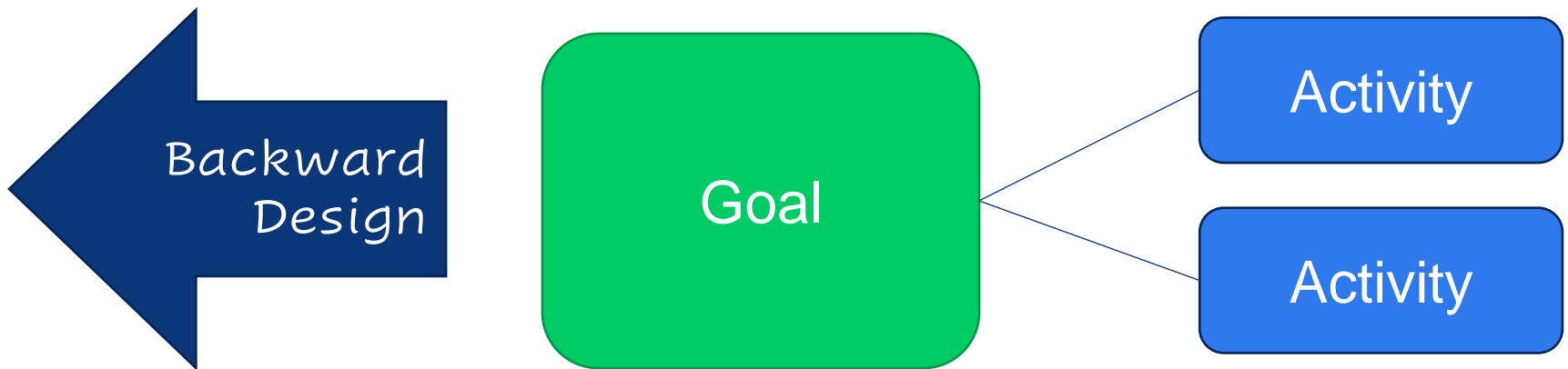
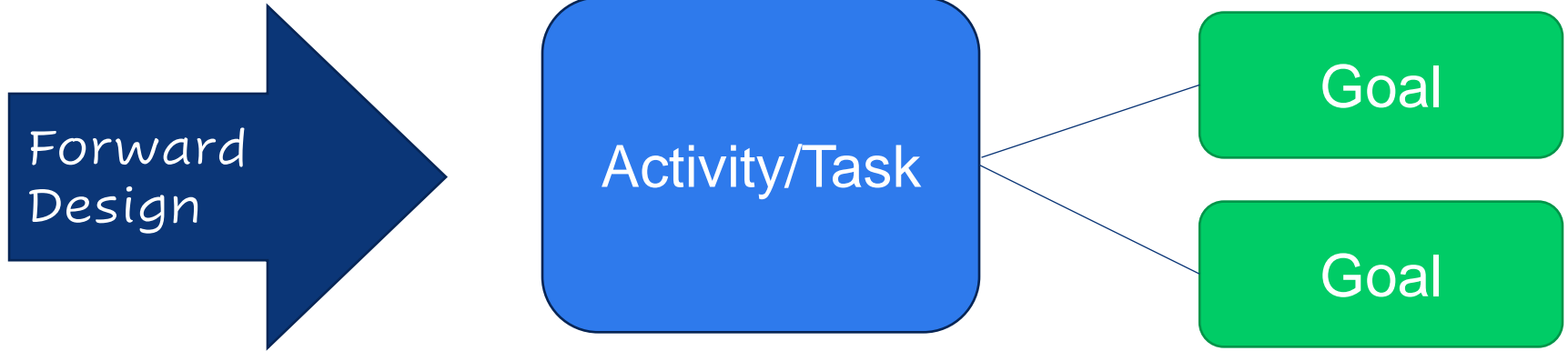
How could you utilize universal supports such as peer modeling or formative assessment if learning is primarily virtual?



# Instructional Design

SAME  
for everyone

DIFFERENT  
for everyone



Which inclusive strategy  
are you most likely to  
try next in your  
classroom or school?





# Take Action

*Part 1: Assess Current Practices*

*Part 2: Review Inclusive Strategies*

*Part 3: Create an Action Plan*

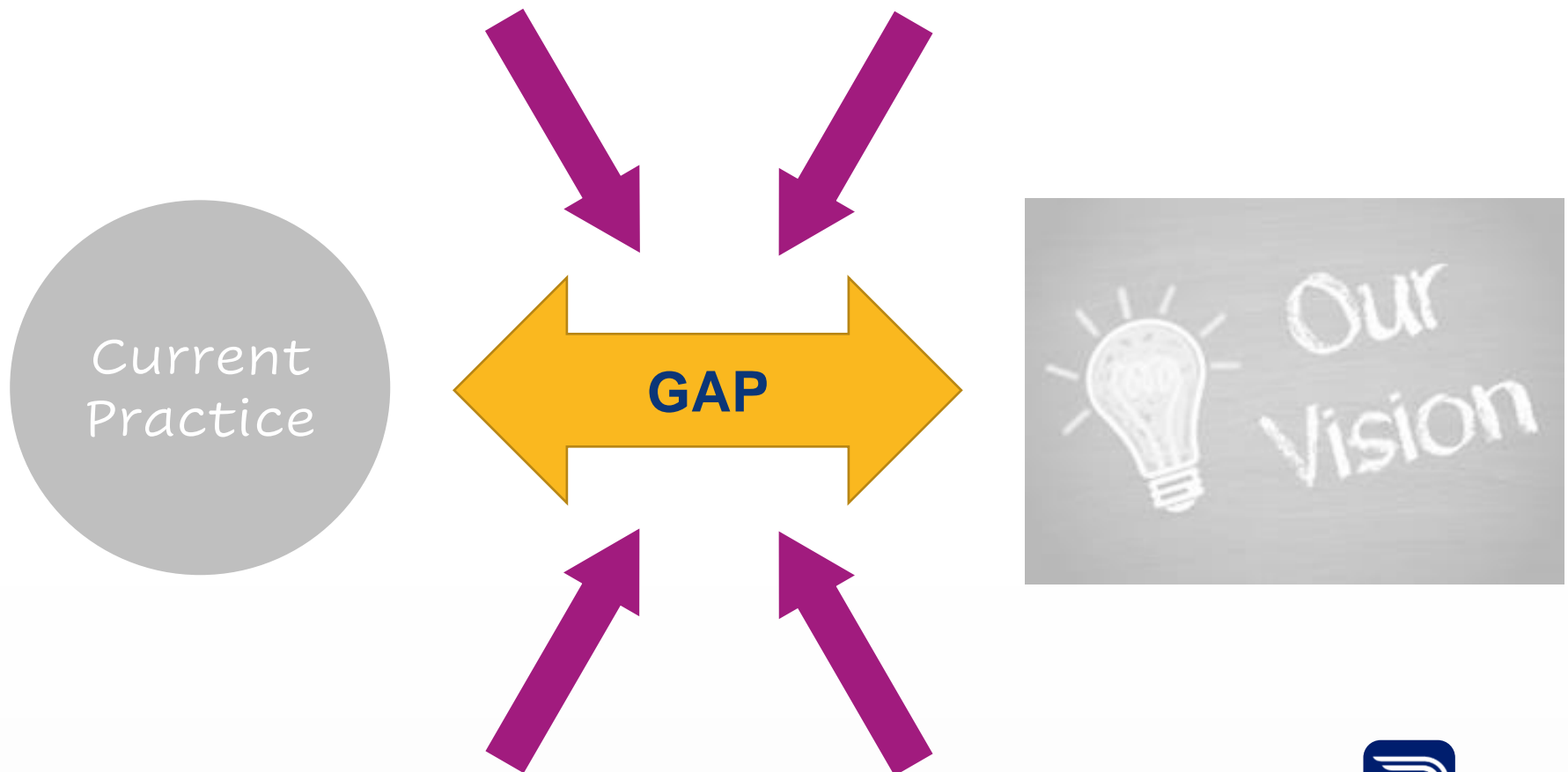
# Create an Action Plan

- ❑ Step 1: Define the Problem
- ❑ Step 2: Collect and Analyze Data  
*(Assess Current Practices)*
- ❑ Step 3: Develop a Plan
- ❑ Step 4: Implement the Plan
- ❑ Step 5: Evaluate the Plan  
*(Framework #7: Reflect, Analyze, & Adjust)*
- ❑ Step 6: Revise the Plan  
*(Framework #7: Reflect, Analyze, & Adjust)*



# Step 1: Define the Problem

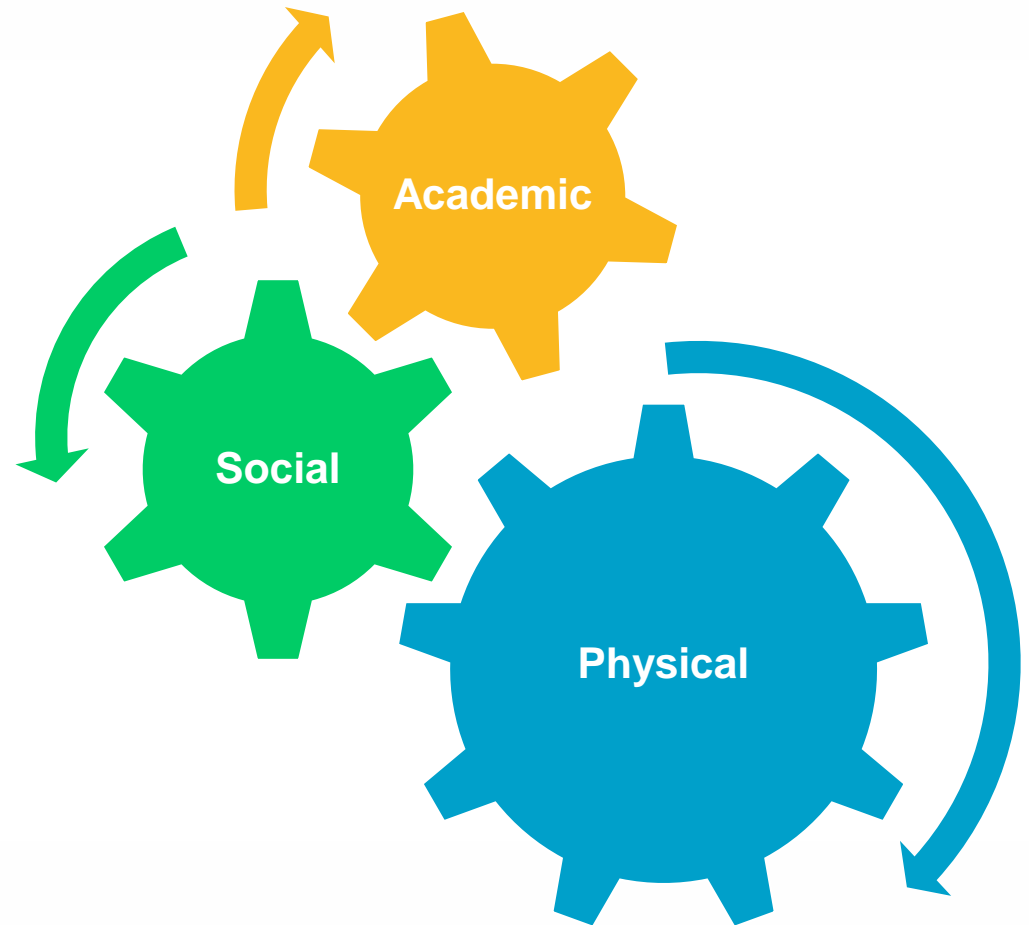
The problem is the *gap* between current practice and desired practice:



# Step 2: Collect and Analyze Data

## *(Assess Current Practice)*

- What kinds of data will you collect?
- How will that data inform your action plan?
- What methods will you use to measure?
- What results will cause you to take action? In other words, what are the criteria?



What types of data  
would be useful  
to collect to inform  
the creation of your  
action plan?



# Steps 3-4: Develop and Implement a Plan

- ❑ Decide on a few measurable objectives.
  - Less is more; don't overwhelm yourself.
- ❑ Identify actionable tasks or steps to achieve each objective, while considering the following:
  - Data collection methods
  - Evaluation criteria
  - Timeline
  - Person(s) responsible

*Start small ...*



*...think BIG*

# Steps 5-6: Evaluate and Revise

*(Framework #7: Reflect, Analyze, & Adjust)*

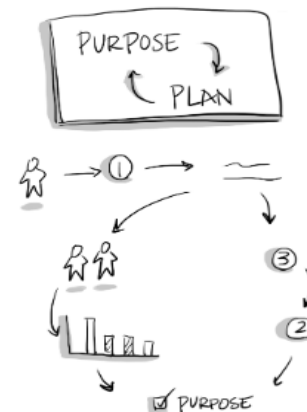
Plan ahead:

- ✓ Determine how often and for how long you will meet to reflect on progress (e.g., 1x/mo for 30 mins).
- ✓ Review baseline data (from Step 2: Collect and Analyze Data), and compare to information gathered during implementation.
- ✓ Identify what could potentially cause adjustments to the action plan.
- ✓ Consider who will be responsible for making those adjustments.

PURPOSE → PLAN



vs.



# Inclusive Action Plan Template (Framework Step #5)

Date: \_\_\_\_\_

Educator/School Name:
Inclusive Vision Statement:
Long-Term Goal(s):
Short-Term Goal(s):

Action Step	Person(s) Responsible	Resources/Support Required	Start Date	End Date	Evidence of Success



<b>Reflect, Analyze, and Adjust</b>	When? (date)	Where?	Who should be there?
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## Inclusive Action Plan Template (Framework Step #5)

Date: \_\_\_\_\_

<b>Educator/School Name:</b> <i>Project SUCCESS High School</i>
<b>Inclusive Vision Statement:</b> <i>We will provide each student with learning opportunities to increase student engagement, academic support that creates a supportive environment for all learners, and effective use of school's resources to maximize the availability of staff and materials for all students.</i>
<b>Long-Term Goal(s):</b> <i>Increased student engagement</i>
<b>Short-Term Goal(s):</b> <i>Increased participation in general education settings</i>

Action Step	Person(s) Responsible	Resources/Support Required	Start Date	End Date	Evidence of Success
<i>Recruit general education teachers to review/participate in Building Inclusive Teams training</i>	<i>Alex</i>	<i>Principal, department heads</i>	<i>7/15/20</i>	<i>8/1/20</i>	<i>5 teachers participate in the training and join the inclusive team</i>
<i>Evaluate classroom setup (Are there areas set up for small group collaboration? Is there room for wheelchairs to navigate? etc.)</i>	<i>Beverly</i>		<i>8/1/20</i>	<i>8/15/20</i>	<i>Classroom setup fosters inclusion by enabling easy navigation and a variety of ways to interact</i>
<i>Identify and implement a lesson plan template that emphasizes Universal Design for Learning</i>	<i>Ramona</i>		<i>8/15/20</i>	<i>5/1/20</i>	<i>Inclusive team members regularly utilizing UDL lesson plan template</i>

<b>Reflect, Analyze, and Adjust</b>	<b>When? (date)</b> <i>10/15/20</i>	<b>Where?</b> <i>Beverly's room</i>	<b>Who should be there?</b> <i>Inclusive team members, principal, recruited gen ed teachers,</i>
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## Instructional Excellence for ALL Learners

1. All students participate in the district's standards-based, general curriculum framework.
2. All educators use a variety of effective, research-based strategies (ex: UDL) to bring learning within the reach of all students.
3. Instructional interventions, modifications, and accommodations are used appropriately.

Action Step	Person(s) Responsible	Resources/Support Required	Start Date	End Date	Evidence of Success
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# Considerations for Sharing the Action Plan

- How will you emphasize the positive elements of the inclusive action plan?
- How will you anticipate and address resistance to the inclusive action plan?
- What are the roles and responsibilities for individuals *not* on the identified inclusive team?
- Will there be a way in which individuals *not* on the identified inclusive team can provide feedback regarding the implementation of the action plan?

*\*See Engagement Guide for an expanded list of considerations.*



What questions, concerns, or suggestions do you have about creating an inclusive action plan?



**Establish  
Need for  
Change**

**Gather  
Guiding  
Team**

**Create  
Vision**

**Share  
Vision**

**Take  
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Reflect,  
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Norm

# Where We've Been



Establish  
Need for  
Change

Gather  
Guiding  
Team

Create  
Vision

Share  
Vision

Take  
Action

**Secure  
Small  
Wins**

**Reflect,  
Analyze,  
& Adjust**

**Set the  
Norm**

# Where We're Going



# Preparing for Session 3

## Topics

- Secure Small Wins (Framework Step 6)
- Reflect, Analyze, & Adjust (Framework Step 7)
- Set the Norm (Framework Step 8)

## Pre-Activities *(complete prior to Session 3)*

1. Complete the [Assessing Current Inclusive Practices template](#). *(30-45 minutes)*
2. Use the [Inclusive Action Plan template](#) to begin creating your inclusive action plan. *(30-45 minutes)*

*Estimated time to complete Session 3 pre-activities: 60-75 minutes*

