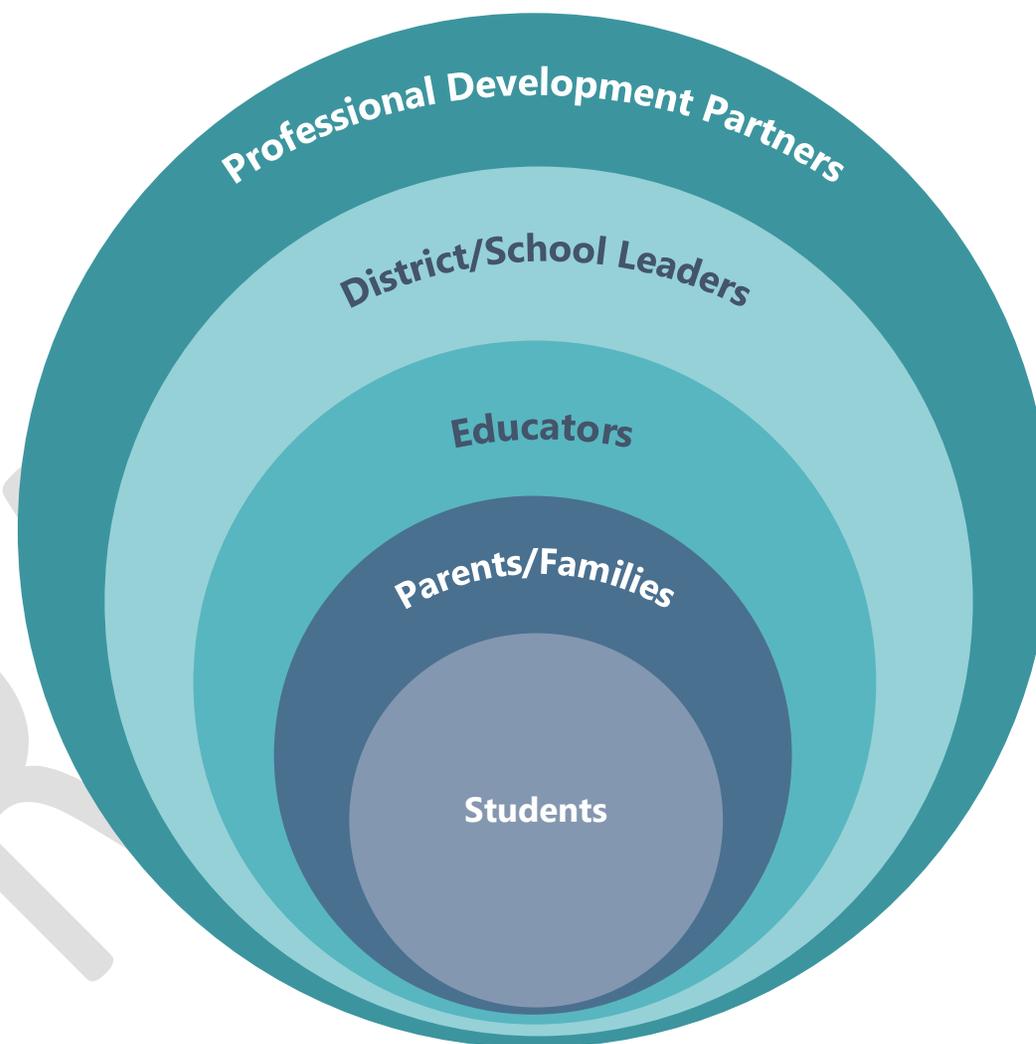


## Inclusionary Theory of Action

Data analysis and problems of practice laid the foundation for development of a theory of action<sup>1</sup> toward meaningful inclusion for all students. This theory of action identifies the system inputs needed to support inclusive activities, focused on positive outputs and outcomes—across settings, content areas, and stakeholder partnerships—for sustainable systems change.

A culturally-responsive approach centers the experiences of students with disabilities and their families, particularly students of color and groups who have traditionally been denied a voice in decision making<sup>2</sup>.

The Inclusionary Practices Theory of Action focuses on the wide variety of resources and activities to support stakeholder partners with implementing inclusive learning environments.



<sup>1</sup> University of Washington Center for Educational Leadership. (2014). *Creating a theory of action for improving teaching and learning*.

<sup>2</sup> Bal, A., Kozleski, E. B., Schrader, E. M., Rodriguez, E. M., & Pelton, S. (2014). Systemic transformation from the ground-up: Using learning lab to design culturally responsive schoolwide positive behavioral supports. *Remedial and Special Education, 35*(6), 327-339.



## Inclusionary Theory of Action

If <u>students</u> are provided...	so they can...	in order to experience...	then they will...
<ul style="list-style-type: none"> <li>➤ Access to high-quality core instruction in general education settings</li> <li>➤ Opportunities to learn with and from non-disabled peers</li> <li>➤ Instruction from teachers who hold high expectations and the belief that all students can learn and succeed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop closer relationships with staff and students across the entire school community</li> <li>➤ Engage with both grade-level content and individualized instruction for accelerated growth</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing development with academic, social, and self-advocacy skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Have increased confidence in their identities as lifelong learners</li> <li>➤ Be better prepared for post-secondary education, employment, and civic engagement</li> </ul>
If <u>families</u> are provided...	so they can...	in order to experience...	then they will...
<ul style="list-style-type: none"> <li>➤ Culturally-responsive opportunities to attend and participate</li> <li>➤ Engagement and collaboration opportunities that bring together families of students with and without disabilities</li> <li>➤ Flexibility in scheduling meetings (IEP's, conferences, follow-ups, etc.)</li> <li>➤ Family-friendly handbooks and flow charts on placement</li> <li>➤ Easy-to-navigate transitions (P-12) that increase opportunities for inclusive access</li> <li>➤ Access to mandatory reporting of screening results (i.e., dyslexia)</li> <li>➤ Frequent opportunities to share needs and concerns, with evidence of staff response</li> <li>➤ Transparent documentation of input received from parents and families</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plan and train for meaningful IEPs focused on growth</li> <li>➤ Engage in discussion and instructional planning for high leverage practices</li> <li>➤ Focus on self-determination and student independence</li> <li>➤ Make sure practices and procedures effectively pursue an inclusive mission</li> <li>➤ Parents know how to find information that supports them and their child</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increased participation &amp; engagement in the IEP process</li> <li>➤ Evidence that student needs are being met through strengths-based IEPs</li> <li>➤ Being treated with respect and having strategies in place to address disagreements</li> <li>➤ Greater student expectations/independence at home and in the community</li> <li>➤ Viewing themselves as valued educational partners</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feel their input is solicited early and often, is valued, and is used to change systems</li> <li>➤ Believe the school community cares about their children and sees them as capable learners</li> <li>➤ Experience transparent and easy-to-navigate placement processes</li> <li>➤ Feel valued as experts on their children's learning and that their needs, as parents, are also considered and addressed</li> </ul>

## Inclusionary Theory of Action

If <u>educators</u> are provided...	so they can...	in order to experience...	then they will...
<ul style="list-style-type: none"> <li>➤ Professional development in:                             <ul style="list-style-type: none"> <li>▪ Learning standards &amp; developmental trajectories</li> <li>▪ Evidence-based instruction</li> <li>▪ MTSS (progress monitoring, tiered instruction, engagement)</li> <li>▪ Universal Design for Learning (UDL)</li> <li>▪ High-leverage Practices (HLP)</li> <li>▪ IEP development (standards-aligned goals, team roles, agency linkages)</li> <li>▪ Strength-based, growth mindset</li> <li>▪ Social-emotional learning</li> <li>▪ Culturally responsive teaching</li> <li>▪ Data-informed decision making</li> <li>▪ Family engagement strategies</li> </ul> </li> <li>➤ Coaching &amp; co-teaching supports</li> <li>➤ Career progression pathways</li> <li>➤ Release time; coverage for learning</li> <li>➤ Frequent opportunities for collaboration</li> <li>➤ System leadership supportive of inclusion and responsive to needs</li> <li>➤ Assistive technology supports</li> <li>➤ Transparent curriculum adoption including intervention materials</li> </ul>	<ul style="list-style-type: none"> <li>➤ Align curriculum &amp; differentiate/scaffold instruction</li> <li>➤ Maintain high expectations for student growth and development</li> <li>➤ Engage in peer mentoring</li> <li>➤ Foster student self-determination/advocacy and independence</li> <li>➤ Feel successful with classroom management</li> <li>➤ Collaborate in support of increasing access to general education settings</li> <li>➤ Engage in collaborative/team lesson planning and engagement</li> <li>➤ Track student progress to inform planning meetings and tiered supports</li> <li>➤ Benefit from peer learning and engagement with SLPs, OTs, PTs, and assistive technology experts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learning-driven instruction (over activity-driven instruction)</li> <li>➤ Higher teacher satisfaction and sense of self-efficacy</li> <li>➤ Robust discussions about standards and development</li> <li>➤ Clear building commitment to broad representation/participation in IEP meetings</li> <li>➤ Consistent processes for onboarding IEP team members</li> <li>➤ Ongoing professional learning in support of inclusive practices</li> <li>➤ Common language around inclusive access</li> <li>➤ Equity in placement access and increased confidence about placement decisions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know and teach the content standards</li> <li>➤ Meet or exceed professional standards</li> <li>➤ Believe all students can achieve &amp; learn</li> <li>➤ Schedule/use/manage time effectively for instruction</li> <li>➤ Differentiate instruction</li> <li>➤ Apply expertise in tiered supports and data collection strategies</li> <li>➤ Apply knowledge of characteristics of disabilities</li> <li>➤ Implement assistive technology and UDL concepts</li> <li>➤ Demonstrate strong collaboration skills</li> </ul>

## Inclusionary Theory of Action

If <u>school/district leaders</u> are provided...	so they can...	in order to experience...	then they will...
<ul style="list-style-type: none"> <li>➤ Leadership development in:                             <ul style="list-style-type: none"> <li>▪ Inclusive professional development</li> <li>▪ Strategic Planning (timelines, baselines, targets, collective accountability)</li> <li>▪ Addressing unconscious bias (racism, ableism)</li> <li>▪ Family/community engagement (all, diverse, language access, etc.)</li> <li>▪ Collaborative peer learning</li> </ul> </li> <li>➤ Strategies and resources for braided funding to support inclusive access</li> <li>➤ Partnerships with professional/advocacy groups and building-level access to content experts, interventionists, paraeducators, counselors, social workers, nurses, etc.</li> <li>➤ Supports for collective bargaining in support of inclusive practices</li> <li>➤ Teacher evaluation resources (TPEP, HLP crosswalks, supports for non-traditional routes to certification, walkthroughs, etc.) in support of inclusive practices</li> </ul>	<ul style="list-style-type: none"> <li>➤ Design proactive inclusive supports and reinforce collective, inclusive placement decisions</li> <li>➤ Provide high-quality, differentiated PD responsive to staff needs</li> <li>➤ Maximize effective use/braiding of funds</li> <li>➤ Provide staff coaching supports and collaborative planning time</li> <li>➤ Inform parent/families of the benefits of inclusive practices (outreach, focus groups)</li> <li>➤ Protect time and space for professional growth for supporting all students</li> <li>➤ Ensure mission statements reflect inclusive values and prioritization of meeting individual student needs</li> <li>➤ Foster student-growth goals and focused criterion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shared decision making with staff and stakeholders in support of inclusive practices</li> <li>➤ Positive schoolwide impact of increased placement in general education settings</li> <li>➤ Availability and allocation of staff appropriate to needs of students and building</li> <li>➤ Alignment w/district vision &amp; common understanding across programs at district level</li> <li>➤ Less staff turnover (particularly in special education)</li> <li>➤ Fewer formal complaints from parents and families regarding placement decisions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Believe in all students</li> <li>➤ Support effective instruction by teachers with content knowledge</li> <li>➤ Leverage staffing/scheduling to strengthen instruction &amp; meet staff and student needs</li> <li>➤ Create and support an inclusive, engaging vision</li> <li>➤ Recognize educators as professionals</li> </ul>
<b>If professional development partners are provided...</b>	<b>so they can...</b>	<b>in order to experience...</b>	<b>then they will...</b>
This section will be developed in collaboration with professional development providers statewide...			