

# HARING CENTER

PROFESSIONAL DEVELOPMENT AND  
TRAINING



**W** COLLEGE OF EDUCATION  
UNIVERSITY of WASHINGTON







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## THE STORY



**The Haring Center provides professional development and training to schools and communities as they create inclusive, equitable and sustainable educational systems.**



# THE IMPACT



Capital Region  
**ESD 113**



**EVERETT  
PUBLIC  
SCHOOLS**



**OESD 114**

Serving the  
Kitsap & Olympic Peninsulas



**PORT TOWNSEND**  
School District  
LEARNING THROUGH A SENSE OF PLACE



**pasesd**  
excellence & equity in education  
Puget Sound Educational Service District



**Renton**  
SCHOOL DISTRICT  
SERVICE | EXCELLENCE | EQUITY



**SEQUIM  
SCHOOL  
DISTRICT**

Engage Empower Thrive



**Snoqualmie Valley**  
Public Schools  
[www.ovsd110.org](http://www.ovsd110.org)



**SEATTLE PRESCHOOL PROGRAM**



**Denise Louie**  
Education Center



**SAMIS**  
FOUNDATION



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



**WOODLAND  
PARK ZOO**



# THE IMPACT

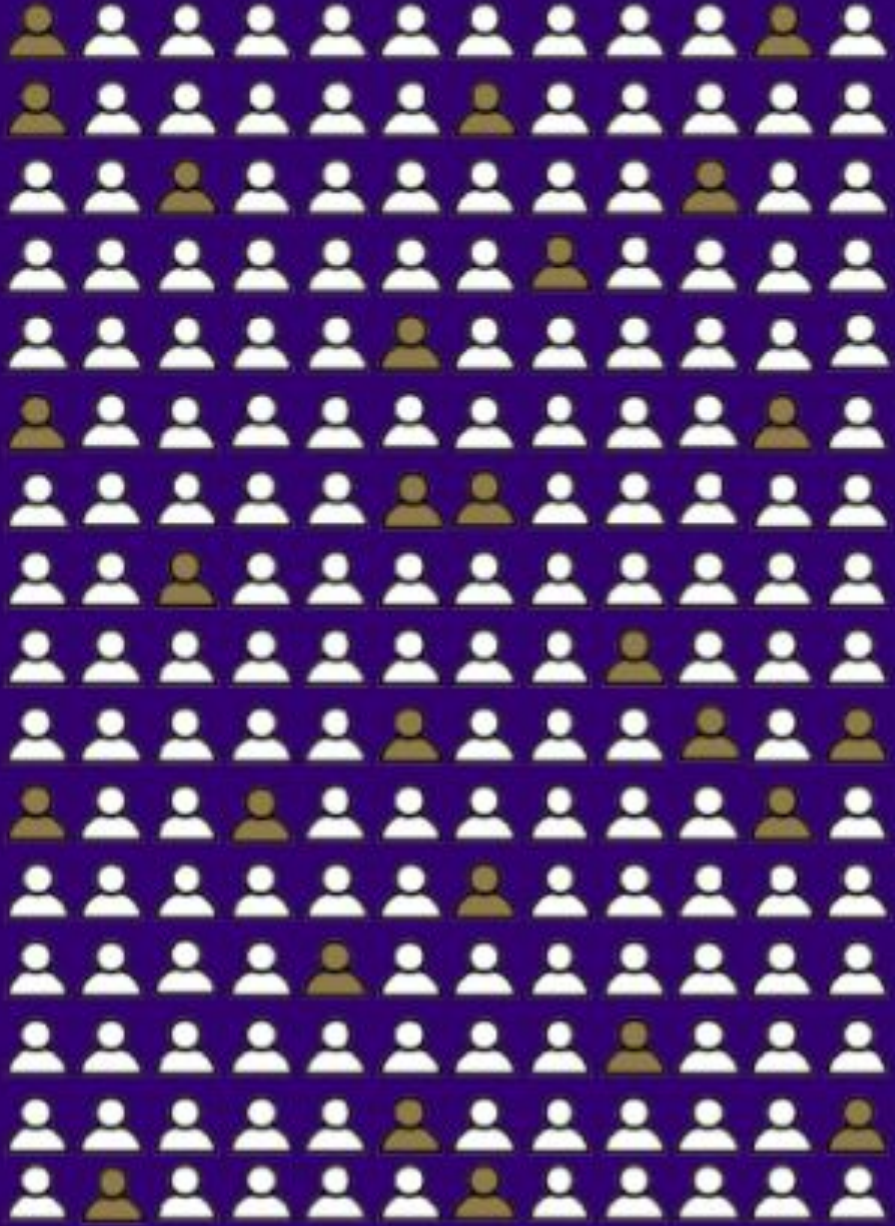
With virtual training, coaching, consultation, program evaluation we connected with over **13,000 educators in 2020/2021.**



## BY THE NUMBERS



**28**  
HARING CENTER  
TRAINERS



**13,254**  
EDUCATORS, PROFESSIONALS,  
AND LEADERS TRAINED IN  
INCLUSIVE EDUCATION



# OUR MISSION & VALUES

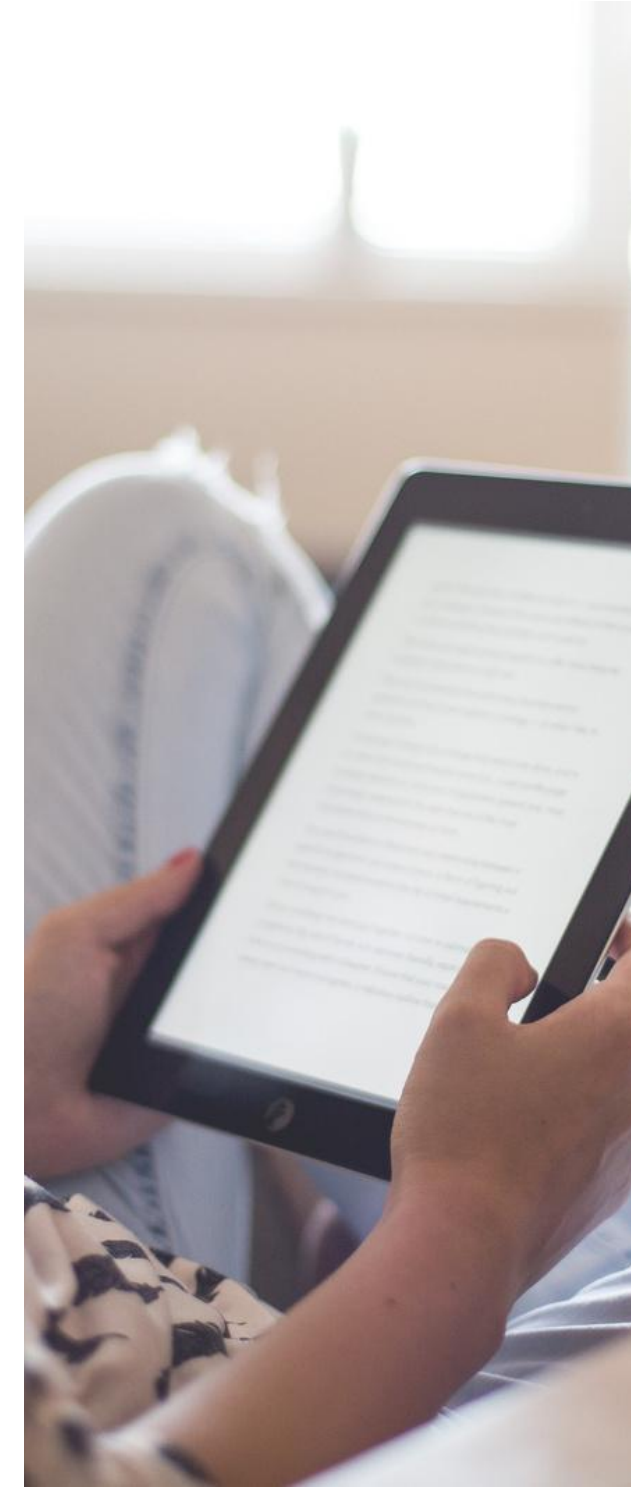
The Haring Center provides professional development and training to schools and communities as they create inclusive, equitable and sustainable educational systems.



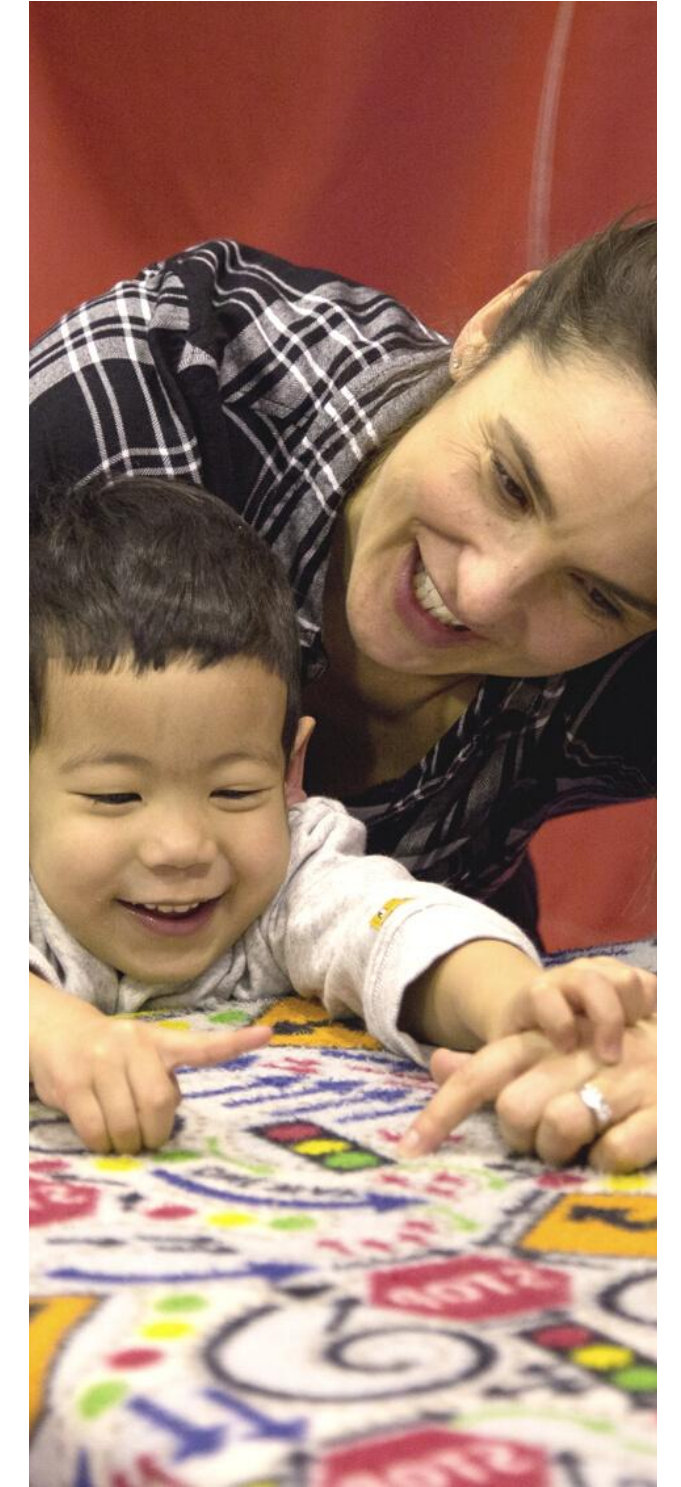
Equity, Diversity,  
and Inclusion



Collaboration



Innovation



Sustainability





# THE EQUITY AND INCLUSION FRAMEWORK

## WHAT WE DELIVER

### Leadership

- Inclusive & equitable mission
- Inclusive programs & policies
- Supervision & support

### Community

- Communication & engagement with community
- Effective School - Family Partnerships
- Family support
- Belonging & inclusive classroom culture

### Effective Practice

- Equitable MTSS
- Teaming and Collaboration



# HARING CENTER OFFERINGS: HOW WE DELIVER



01

## Program Evaluation

Systematic method for determining strengths and areas for growth

02

## Training

Facilitation of Professional Development sessions on a range of topics related to inclusive and equitable education

03

## Coaching

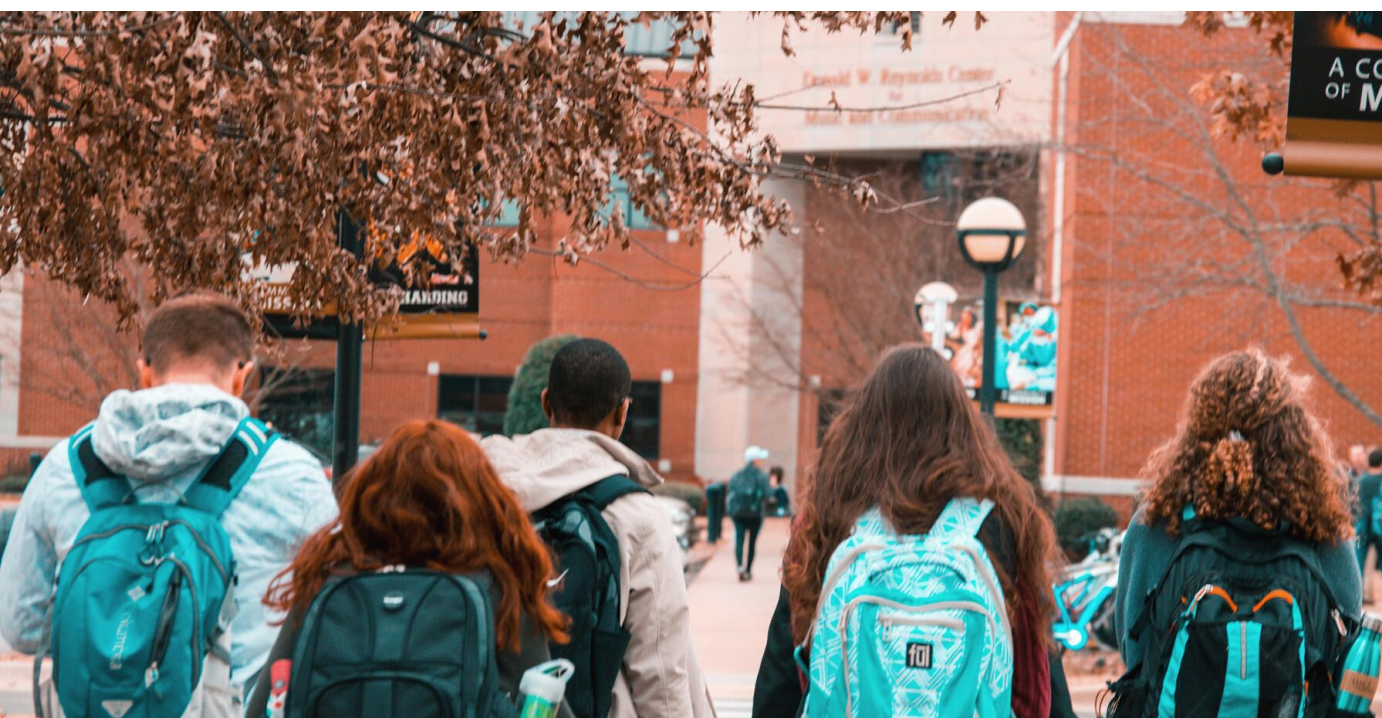
On-going Practice Based Coaching for teachers and school staff

04

## Consultation

Individualized support for leaders, teachers or teams to implement equitable and inclusive practices.





# Effective Professional Development

1

Involves Leaders  
(Leithwood et al.,  
2004)

2

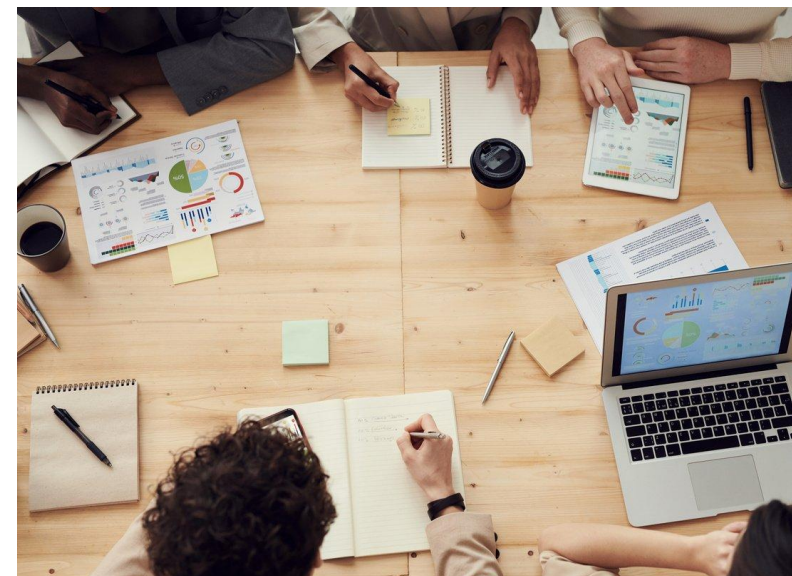
Includes training AND  
coaching (Aguilar,  
2021;  
Darling-Hammond,  
2009).

3

Sustained and Job  
Embedded (Snyder et  
al., 2015, Yoon et al.,  
2007)



# Coaching is the most important part.



## Foundational Training

**Presentations are communication tools that can be used as demonstrations, lectures, speeches, reports, and more.**



## Coaching is crucial

**Initial training followed by coaching most effective, implementation of new practices increases to 80-90% compared to 20% with just training (Aguilar, 2021).**



## Sustained Support

**Professional Learning Communities provide another way for teachers to reflect, discuss, and collaborate**





## **EQUITY AND INCLUSION FRAMEWORK**

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The Haring Center provides professional development and training to schools and communities as they create inclusive, equitable and sustainable educational systems.



# School - Family Partnerships right now...

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Recognizing the challenges for teachers, going into their third year of COVID, AND the challenges we continue to experience as parents.





# IPP Demonstration Sites:

## An Overview of our Collaboration with OSPI and Washington State Schools

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Including case studies from McMicken Elementary and Chase Middle School

UNIVERSITY *of* WASHINGTON

HARING CENTER  
FOR INCLUSIVE EDUCATION





**1** **Center for Strengthening the Teaching Profession (CSTP)**  
Inclusionary Practices Project Lead

**2** **Statewide Professional Development**

<b>District Leaders:</b> AESD, CLS, WASA	<b>School Leaders:</b> AESD, AWSP, CCTS, CLS, SWIFT	<b>Local School Board:</b> WASA	<b>Educators:</b> AESD, CCTS, CLS, SWIFT, WEA	<b>Education Support Personnel:</b> WEA, CCTS	<b>Families &amp; Students:</b> FEC	<b>Preservice Leaders:</b> AWSP	<b>Preservice Educators:</b> CEEDAR
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**3** **University of Washington Haring Center**

Inclusionary Demonstration Sites	TIES Center Collaboration for Inclusion of Students with Significant Cognitive Disabilities
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**4** **Inclusionary Practices LEA Pilot Sites**  
246 Schools in 100 LEAs, serving over 20,400 students with disabilities!

**5** **University of Kansas Center for Research**  
Research & Supports for Online/Virtual Specially Designed Instruction



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**





# Demonstration Sites Project Overview

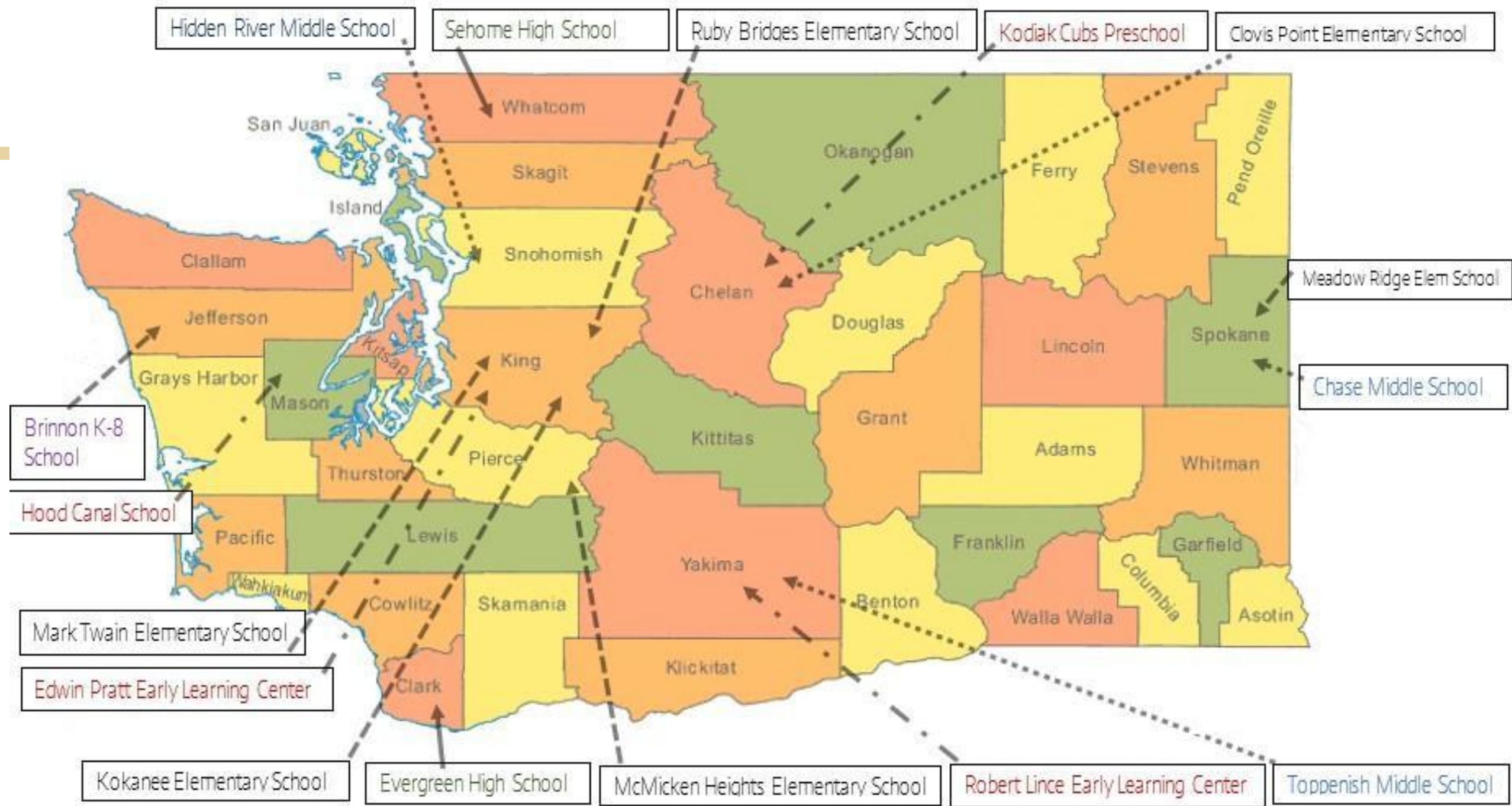
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- > 16 demonstration sites across the state of WA were selected over the course of the 2019-2021 school years.
- > Demonstration sites:
  - Serve as model sites for best practices in inclusive education.
  - Showcase implementation of high leverage practices.
  - Invite and host members of the community to see practices in action.
  - Continue to build inclusive culture by refining practices.
  - Increase equitable learning for all students.





### IPP Preschool and K-12 Demonstration Sites



Preschool
Edwin Pratt Early Learning Center
Hood Canal School
Kodiak Cubs Preschool
Robert Lince Early Learning Center

Elementary
Clovis Point Elementary
Mark Twain Elementary School
McMicken Heights Elementary School
Meadow Ridge Elem School
Ruby Bridges Elementary School
Kokanee Elementary School

K-8 & Intermediate
Brinnon K-8 School

Middle School
Hidden River Middle School
Toppenish Middle School
Chase Middle School

High School
Sehome High School
Evergreen High School





# Founding Principles

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- > Inclusive education requires a **cultural shift** in philosophy and practice.
- > In every school, there are **inclusive practices** that are working well that can be leveraged to become more inclusive.
- > Sharing the **stories** of inclusive school journeys can provide **transformational learning** experiences for other schools
- > Commitments to **continuous improvement** supports the growth of inclusive schools and requires **innovative site-based leadership** and the voices of **diverse stakeholders**.





# Why does inclusive education matter to you?

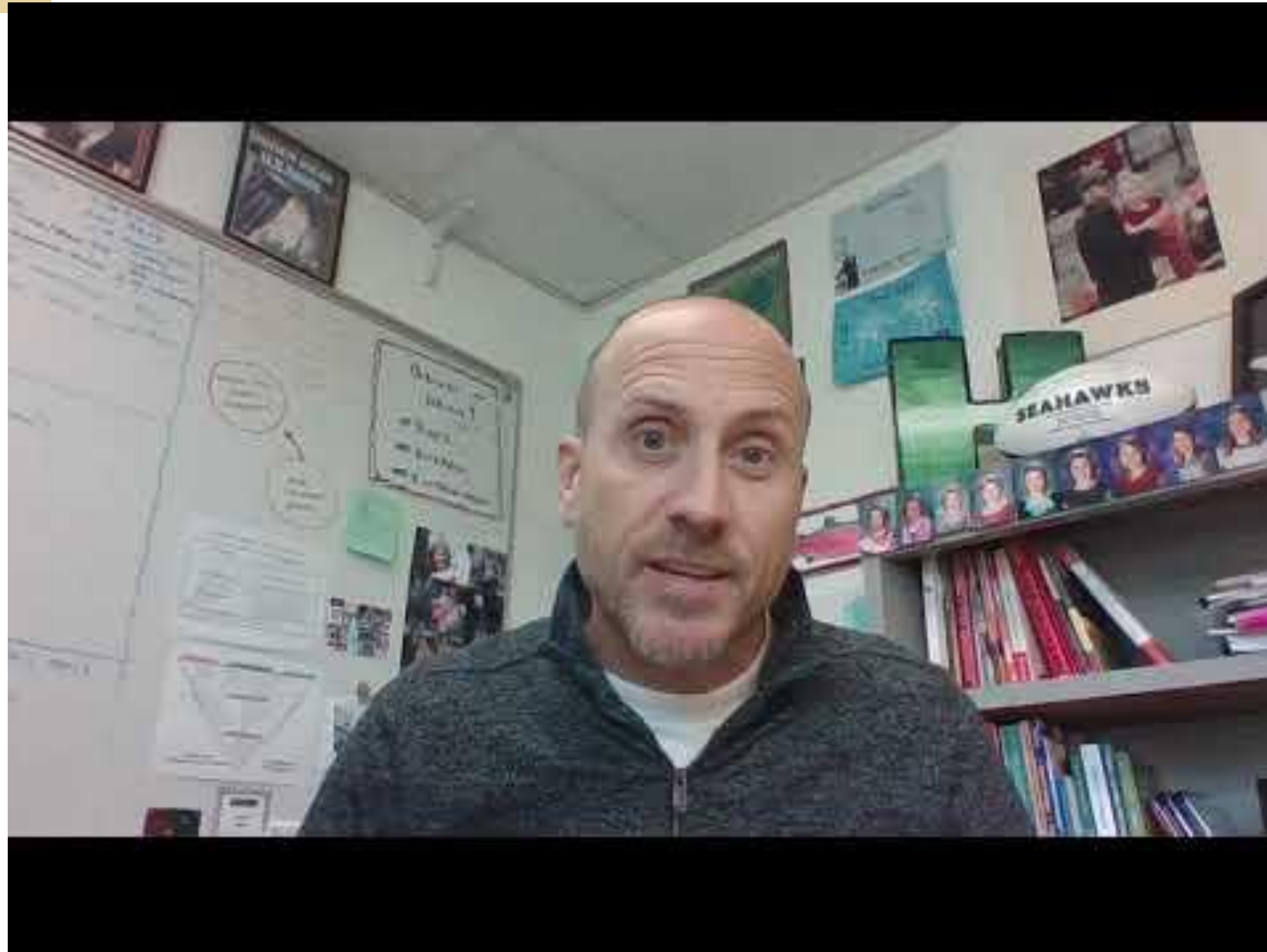
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- > Our personal and professional stories, experiences and relationships
- > Research on how inclusive education benefits every student
- > A commitment to justice and equity
- > Community belonging and self-determination as a priority

*We all have a role to play in dismantling barriers and creating inclusive school cultures.*



# Why does Inclusion Matter? Principal Brett Wille Monroe SD





# Demonstration Site Goals

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1. Provide an action-oriented and **transformational learning** experience for visitors.
2. Allow schools to **tell their stories** about best practices, systems, and processes that drive student success.
3. Create professional **peer-learning communities** where educators support educators, contributing to a culture of teacher-leaders.
4. **Support schools** so they can continue to strengthen practices, outcomes, and an inclusive culture.
5. Contribute to **system-wide efforts** that achieve equitable outcomes for all students.





# Demonstration Site Goals, cont.

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6. Influence a **culture of collaboration** across schools in the state of Washington.
7. Use an **asset minded approach** to interrupt existing biases that have historically created barriers for student success.
8. Provide **key takeaways** for school leaders looking to replicate inclusive practices and make them their own.
9. Improve social and academic **outcomes for students** with and without disabilities.
10. Determine the information, tools, and supports schools need to build, implement, and **sustain an inclusive model**.

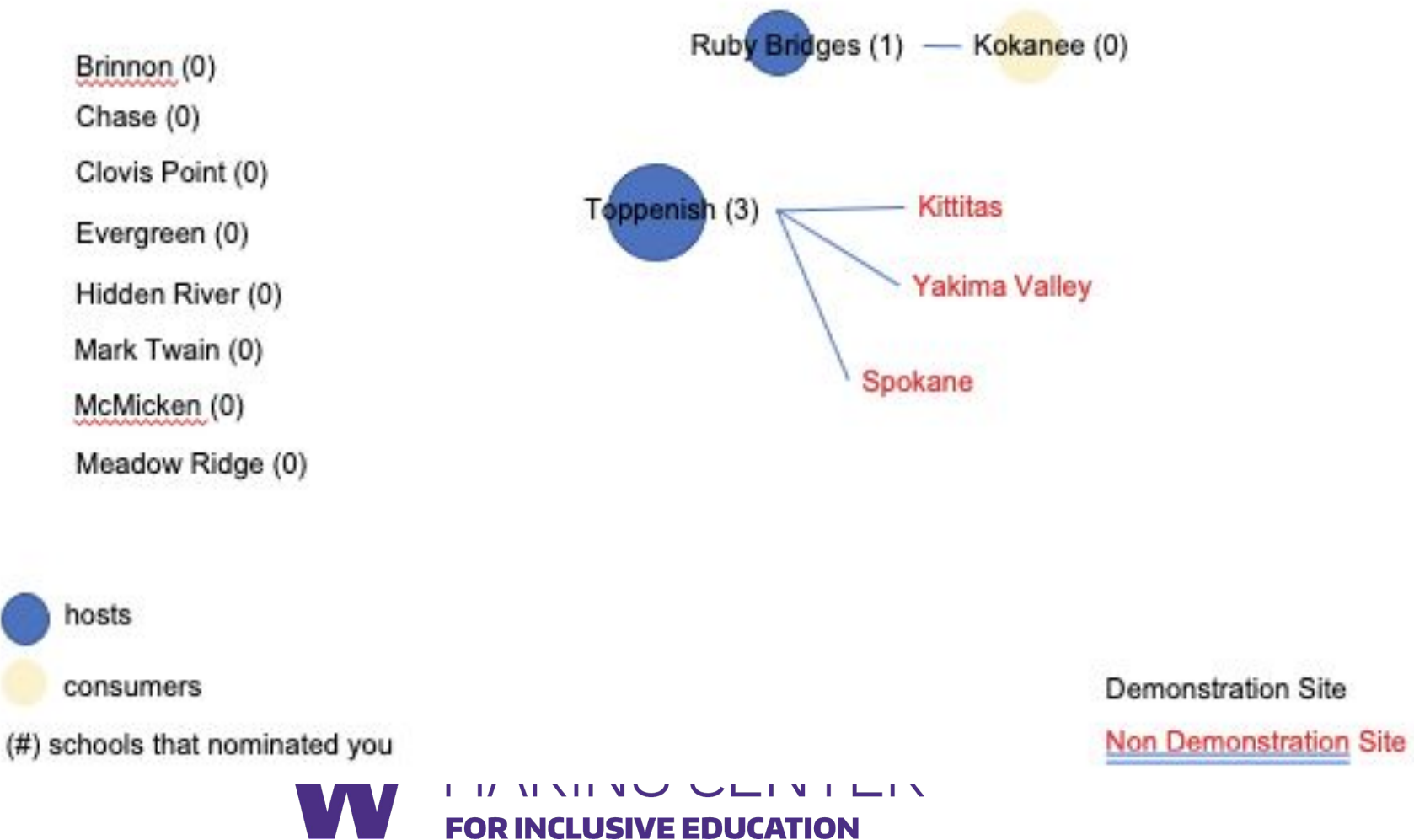




# Professional Networking

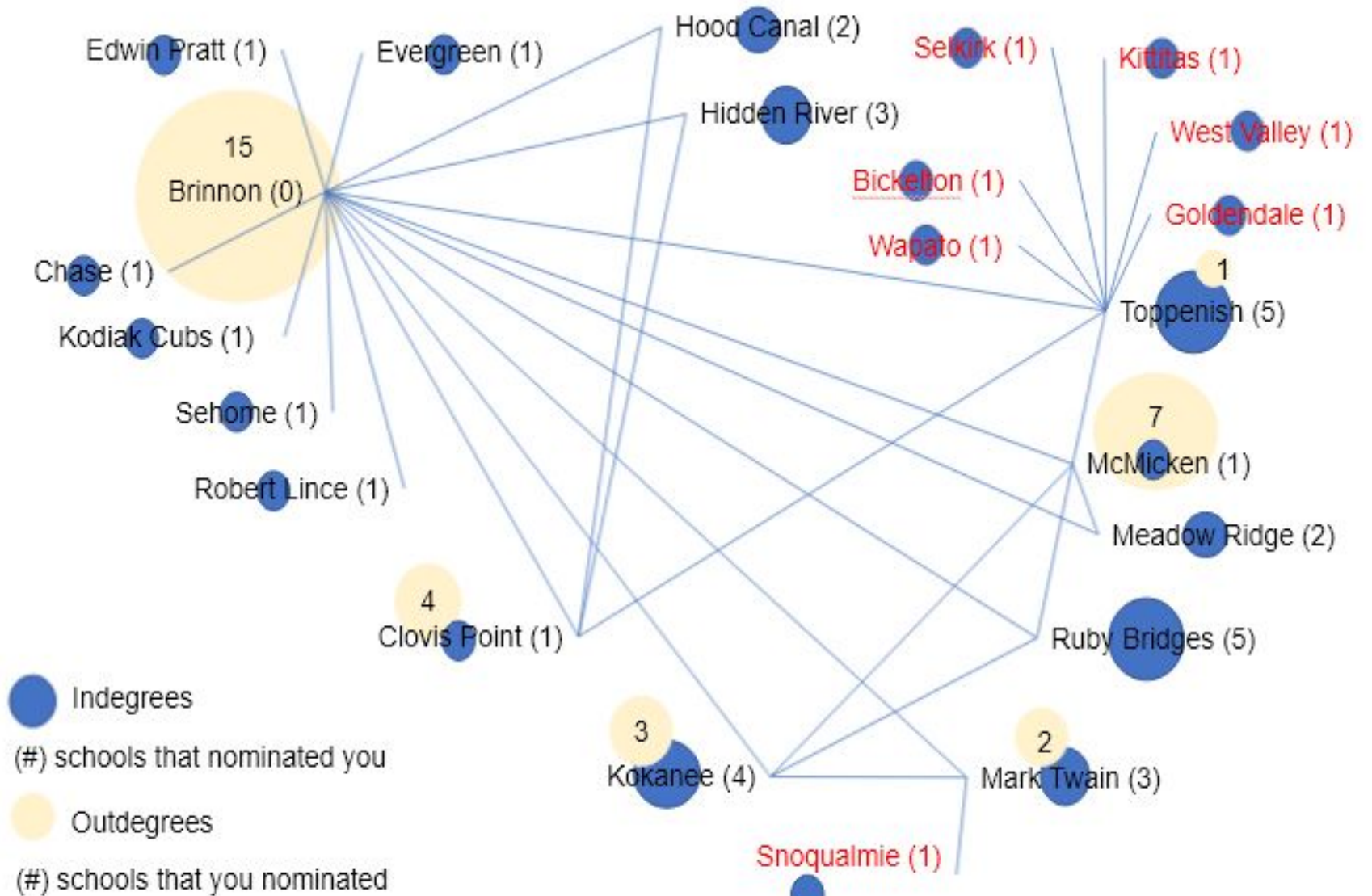
## Baseline Fall 2020

With whom have you shared materials, resources, artifacts or information about inclusionary practices?



## End of Year Spring 2021

With whom have you shared materials, resources, artifacts or information about inclusionary practices?





# Case Study: McMicken Elementary, Inclusionary Practice, Master Scheduling





# McMicken's Vision

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## **Vision:**

Create an inclusive culture wherein we truly own all students and collaborate in order to design and implement a rigorous, accessible and equitable instructional program.



# Laying the Groundwork

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- Master Schedule to support Co-Teaching and Intervention Blocks: (specialist, common planning)
- Implementation of research-based practices: Tier 1 supports and MTSS/RTI Models
- Supporting student needs outside of the core block: (success groups)
- Professional Development (turning over staff meetings to team time, DAP, inclusive PD, Release Days), resulting in robust PLC culture
- ALL staff are part of this work, through teacher leadership: Personalized/Visible Learning, SEL/PBIS systems, community partnerships, etc.



# Master Schedule Have-to's

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- Special education services drives the Master Schedule
  - Success Groups
  - Co-teaching schedules
- Common Planning Time for grade level teams (along with 3 Release Days throughout the year)
  - Walk throughs
  - Unit planning
  - Uninterrupted time
- Work with district departments to make sure itinerants can support the needed sections





# Building a Master Schedule



- Need to make sure there is enough coverage for recess and lunches
- Intervention blocks are supported by classified staff- can't overlap with other activities
- Lock down itinerant schedules (PE, Art, Music, etc.)

- Work with teaches to determine the time and content of each intervention block
- Determine which classified staff will support each intervention block

- Once support schedule is figured out, grade level teams determine when core content will be taught so it is uninterrupted

	Kinder	1st	2nd	3rd	4th	5th		
8:45	Class Meeting Welcome 8:45-9:00	Class Meeting Welcome 8:45-9:00		8:45-9:30		Class Meeting 8:45-9:00	Class Meeting 8:45-9:00 (Brough)	
8:50								
8:55								
9:00		MATH Success Groups  9:00-9:30	Specialist  8:55-9:40	Writing  (Ward/ Morgan Co-teach)	9:00-10:00	9:00- 10:00	9:00- 10:00  Brough/ Flanagan	
9:05								
9:10								
9:15								
9:20								
9:25								
9:30		9:30-10:35		ELA Success Groups  9:30-10:00	Math	Writing	Math Co- Teach	
9:35								
9:40								
9:45	Specialist  9:45-10:30	Math	9:40-10:45		Recess	Recess	Recess	
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10:25								
10:30		Specialist  10:35-11:20	MATH Success Groups  10:45-11:15	10:15-11:15	Math	ELA Success Groups  10:15-10:45	ELA Success Groups  10:15-10:45	
10:35								
10:40								
10:45						10:45-11:00		
10:50						RA/SR/ WS		
10:55								
11:00						10:45-11:45	Recess	
11:05								
11:10							11:00-11:15	
11:15						Reading/Writing	Lunch	
11:20		Recess	Recess	MATH Success Groups				
11:25								11:15-11:35
11:30		11:20-11:35	11:20-11:35					
11:35				11:15-11:45				



	Kinder	1st	2nd	2 <sup>nd</sup> CoTeach	3rd	4th	4 <sup>th</sup> CoTeach	5th	6th	6 <sup>th</sup> CoTeach	
8:40	ARRIVAL										
8:45						Specialist 8:45-9:30	Specialist 8:45-9:30	Success Grps I 8:45-9:15		Success Grps I 8:45-9:15	
8:50											
8:55											
9:00											
9:05											
9:10											
9:15		Success Grps I 9:15-9:45								CoTeaching w/ Christina Literacy (Pasion Homeroom) 9:15 – 10:00	
9:20											
9:25											
9:30							CoTeaching w/ Deena				
9:35											
9:40											
9:45	Recess 9:45-10:00			Recess 9:45-10:00							
9:50											
9:55											
10:00			Success Grps I 10:00-10:30	Success Grps I 10:00-10:30		Reading 9:30 – 10:30	Recess 10:00-10:15		Recess		
10:05											
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10:15											
10:20											
10:25							Specialist	Specialist	Specialist		
10:30					Co- Teaching w/ Sharon	Success Grps I 10:30-11:00		Success Grps I 10:30-11:00	10:15- 11:00	10:15- 11:00	10:15-11:00
10:35											
10:40											
10:45											
10:50											
10:55	Recess 10:55 –										
11:00				Reading						CoTeaching	



# Special Education Services Example

LRC 1		LRC 2	
8:30-8:50	Cub Club Support	8:30-9:00	Cub Club Support
8:50-9:30	Co-Teach Writing w Ward	9:00-9:30	1 <sup>st</sup> grade Success Groups (1)
9:30-10:00	Kindergarten Support	9:30-10:00	3 <sup>rd</sup> grade Success Groups (3)
10:00-10:15	LRC COLLABORATION	10:00-10:15	LRC COLLABORATION
10:15-10:45	4 <sup>th</sup> /5 <sup>th</sup> Success Groups (ELA) (8)	10:15-10:45	4 <sup>th</sup> /5 <sup>th</sup> Success Groups (ELA) (8)
10:45-11:15	2 <sup>nd</sup> grade Success Groups (2)	10:45-11:15	PLANNING
11:15-11:30	FLEX	11:15-11:45	3 <sup>rd</sup> grade Success Groups (3)
11:30-12:00	LUNCH	11:45-12:15	LUNCH
12:00-12:30	1 <sup>st</sup> grade Success Groups (1)	12:15-12:45	PLANNING
12:30-1:15	PLANNING	12:45-1:15	5 <sup>th</sup> grade Success Groups (MATH) (4)
1:15-1:45	2 <sup>nd</sup> grade Success Groups (2)	1:15-2:15	Co-Teach Reading
1:45-2:15	FLEX	2:15-3:05	Kindergarten
2:15-2:45	4 <sup>th</sup> grade Success Groups (MATH) (1)	3:05-3:15	Cub Club Check Out
2:45-3:05	Extra Academic Service Block		
3:05-3:15	Cub Club Check Out		

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# Takeaways

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A Master Schedule is a way to improve outcomes for students and to promote equity because it impacts what, where, and with whom students learn.



# Chase Middle School Case Study





# Starting with our Why

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## 2017-2018 School Year

- **Data from Pull-Out Resource Classes**
  - **Not Teaching Common Core Grade Level State Standards**
- **English Language Arts (ELA)**
  - Students receiving IEP services made only .53 years growth in one year.
- **Math**
  - Students receiving IEP services made only .19 years growth.



# Using Data to Inform Inclusionary Practices

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**Solution: Have all Special Education Teachers teach the Common Core State Standards in pull-out resource classes.**

- Required a shifting of mindsets.
  - Not every teacher believed students receiving IEP services could learn the grade level state standards.
  - Not every Special Education teacher can teach grade level standards in ELA and math as they are not a content specialist.





## 2018-2019 School Year Data

- Expectation that CCSS were being taught in pull-out resource classes.

ELA – Students with IEPs 1.31 years growth

- Students were taught the common core state standards

Math – Students with IEPs .43 years growth.

- Students were not regularly taught the common core state standard.



# 2019-2020 Solution: Co-Teaching

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- General Education teacher who is a content specialist.
- Special Education teacher who is a learning specialist.

Research by Nash-Aurand, Fowler, Aaroe, Friberg, & Watson (2013) indicated there was a significant increase in test scores of students with disabilities when they attended a co-taught class as opposed to a special education class.





# Co-Taught ELA & Math Classes

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- Provided an opportunity for special education teachers to learn the curriculum alongside a content specialist.
- Special education teacher to modify curriculum/assignments when needed.
- General education teacher had opportunity to learn from special education teacher on entry points and scaffolding instruction.
- The Special Education teacher was co-teaching the grade level standards in the co-taught class and the expectation was they would teach the same standard with appropriate modification to their pull-out resource class.
- Provided a continuum of services for ALL students.



CHASE MIDDLE SCHOOL – Master Schedule 2019-20

TEACHER	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Clausen					7 MATH TARGETED	LEARN CTR
Cronin	MS MATH 1 (CO) REES	PREP	MS MATH 1 (CO) REES	MS MATH 2 (CO) MORRIS	MS MATH 2 (CO) MORRIS	8 MATH TARGETED
Harris	ENGLISH 8 (CO) MCLAUGHLIN	ENGLISH 8 (CO) MCLAUGHLIN	ENGLISH TARGETED 8	PREP	LEARNING CENTER	ENGLISH TARGETD 8
McLaughlin	ENGLISH 8 (CO) HARRIS	ENGLISH 8 (CO) HARRIS	ENGLISH 8	PREP	ENGLISH 8	ENGLISH 8
Morris	MS MATH 2	PREP	MS MATH 2	MS MATH 2 (CO) CRONIN	MS MATH 2 (CO) CRONIN	ALGEBRA
Rees	MS MATH 1 (CO) CRONIN	PREP	MS MATH 1 (CO) CRONIN	7 ACC MATH	7 ACC MATH	7 ACC MATH
Wederspahn	PCOP	ENGLISH 7 (CO) WHITSETT	ENGLISH 7 (CO) WHITSETT	LEARN CENTER	PREP	7 ELA TARGETED
Whitsett	ACC ENGLISH 7	ENGLISH 7(CO) WEDERSPAHN	ENGLISH 7(CO) WEDERSPAHN	ACC ENGLISH 8	PREP	ACC ENGLISH 8





# Path of Continuous Growth

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1

**Students with IEPs Taught in Pull Out Resource**

*Not receiving instruction on core content and little progress.*

2

**Teach Common Core in Pull Out Resource**

*Students receiving IEP services were provided instruction on grade level core content.*

3

**Co-Teaching ELA and Math Master Schedule to Support**

*All students benefit. Students receiving IEP services make marked progress.*

4

**Co-Teaching Expanded**

*Expand to other subjects and teaching partnerships.  
Strengthen UDL practices*

**W**

DEMONSTRATION SITES ACTION PLAN TEMPLATE

## INCLUSIONARY PRACTICES PROJECT

DEMONSTRATION SITE: Chase Middle School

DATES: SY 2021-2022

Demonstration Sites are on a path for continuous growth. In team collaboration, reflect upon the journey thus far and what are next steps. Refer back to your [host planning form](#)

**Part 1:** [Continuous Improvement Plan](#). Briefly identify what has been on your schools' inclusive journey? If your school has created a plan over several years, your team can capture that timeline here.

**Part 2:** [Action Plan](#). What actionable items will help achieve these goals? Be specific and detailed. Note, what ways will the action plan be communicated and disseminated to the larger team?

### Part 1: CONTINUOUS GOAL IMPROVEMENT PLAN

#### What goals are accomplished?

1. Co-teaching
2. Co-planning
3. Inclusive Master Schedule. Allows for common planning time.

#### What goals are we working on?

1. Expanding co-teaching pairs to other subjects.
2. Utilizing and understanding the benefits of co-teaching models.
3. Common Prep period by grade level content. Ensure all students are learning the same core content across the grade level band.
4. PBIS schoolwide. Lesson plans for Character Strong schoolwide.

#### What goals are next?

1. PBIS tier 1. Bridge to school district MTSS and at building tiers 2 and 3.
2. UDL guidelines
3. Grading for Equity



# **Chase Take Aways**

- Create **systems and structures** that support inclusive practices.
  - **Master Schedule**
    - > Co-Taught Classrooms
    - > Co-Planning Time
- **MTSS**
  - Schedule SEL into schedule. Character strong linked to PBIS.
- **Asset based** approach. Look at what is working well and build upon them or refine.
- **Leadership and collaboration**
  - Teachers and families involved with decision for co-taught classes.



# Priorities for Years 3 and 4

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- Centering racial equity and intersectionality with disability
- Engaging families as decision makers and co-designers
- Including student voice and opportunities for self-advocacy across our general education system
- The inclusion of students with more significant disabilities in general education context and content
- Scaling inclusionary practices, systems, supports district wide
- Moving beyond inclusionary practices to develop inclusive cultures in our WA state schools.





# OSPI Inclusionary Practices Project

[Video](#)





# Myths and Facts about Inclusive Education

Special education has its fair share of myths and facts about inclusion for students with significant cognitive disabilities. This resource was developed to challenge those myths and highlight the facts of why inclusionary practices work for each and every student.



## MYTHS & FACTS about Inclusionary Practices in Washington State

MYTH #1: COSTS OF INCLUSION

MYTH #2: WHO CAN PROVIDE  
SPECIALLY DESIGNED INSTRUCTION?

MYTH #3: READINESS FOR INCLUSION

MYTH #4: CURRICULUM & STANDARDS

MYTH #5: PARENTS & INCLUSION

MYTH #6: DISABILITY & PLACEMENT

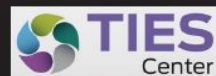
MYTH #7: ASSESSMENT & ACADEMICS



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September 2021

Myths and  
Facts Full Doc





# Jamie and her son Colton

[Video](#)



**W**

# Other tools to support implementation of inclusionary practices

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[Intentional Language Tip Sheet](#) - IPP Demo Sites Team

[Building a Culture of Belonging](#) - Dr. Carol Quirk

[Inclusion is a Right, not a privilege](#) - UW Demo Sites

[Proactively building Inclusive Special Education Services on Solid Ground](#) - Giangreco

OSPI's MTSS Series - First video, [Overview of MTSS](#)

[Comprehensive Inclusive Education Program and the Inclusive IEP](#)

[Inclusive Placements](#), Kathleen Gee

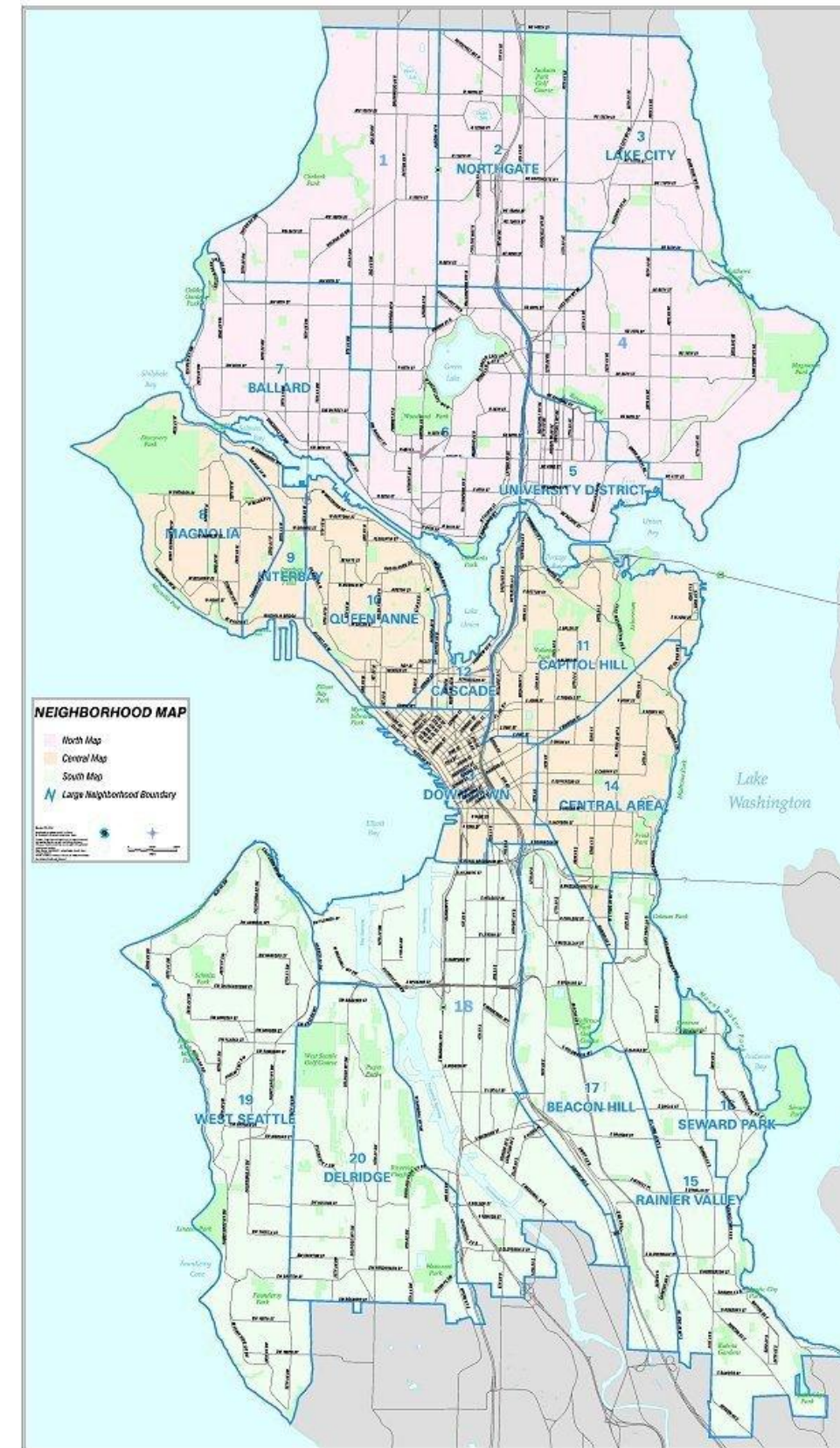
[Inclusive Principles and Practices](#) - IPP Demo Sites Team





# How are we doing this *equitably* across the district?

- Intentional about partnering with schools in **different geographic areas** of the district
- Leadership able and motivated to support this work
- School community has a **growth mindset related to inclusion**



# **SPS-Haring Center Historical Partnership**

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- **Collaboration with Zoe Leverson and several SPS sites focusing on inclusionary and equitable practices:**
  - **Wing Luke**
  - **Leschi**
  - **Thorton Creek**
  - **Louisa Boren**
  - **Bailey Gatzert**



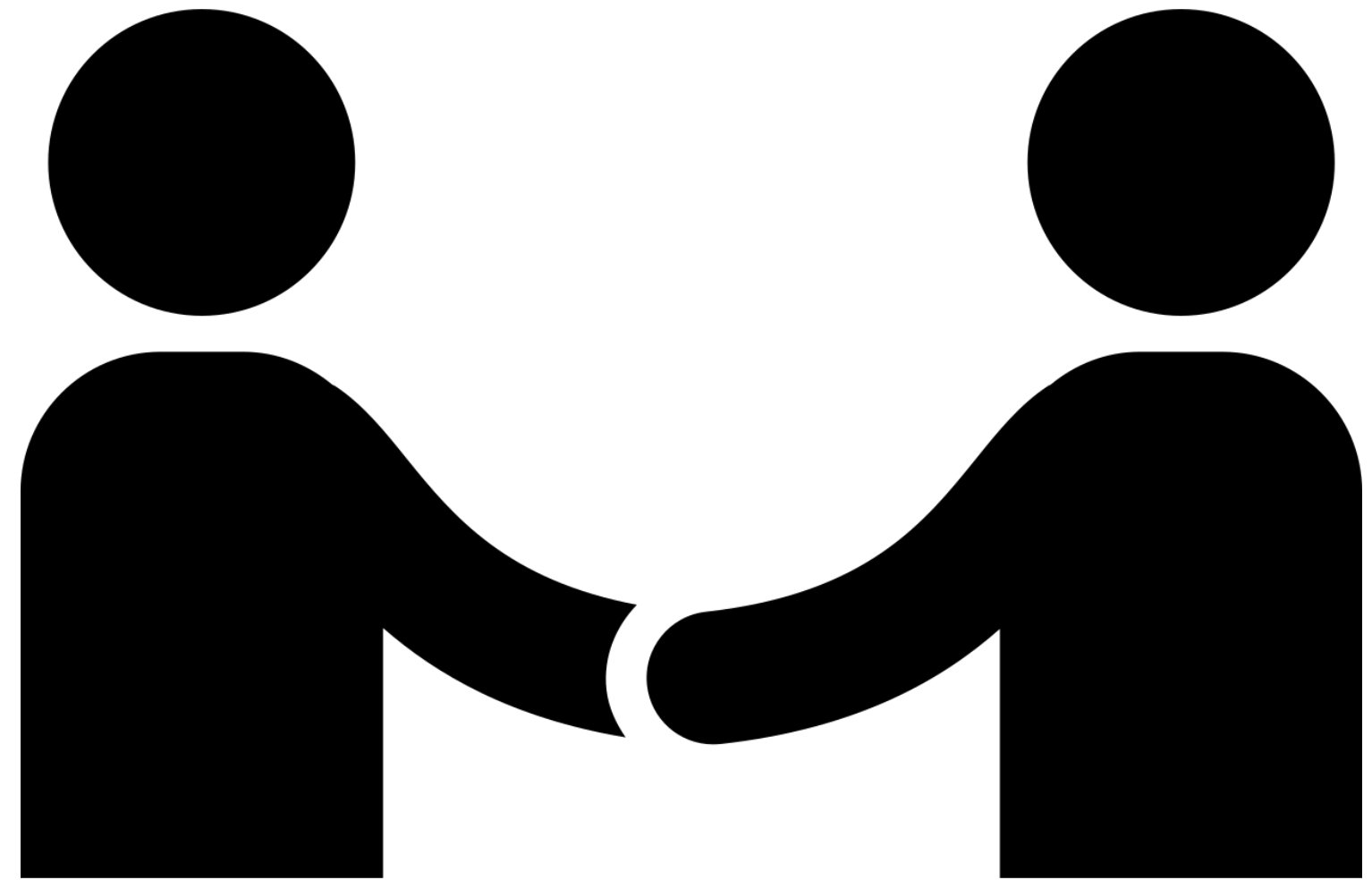


# Current Work

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Partnership with:

- Leadership
- Grade level and special education teams, emphasis on collaboration between educators
- Instructional assistants



# Flexible PD responsive to needs of the school community

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- Training
- Coaching
- PLC Co-Facilitation
- Co-teaching with general and special educators
- Leadership consultation/collaboration





# In Closing

Source: *Belonging through a Culture of Dignity* (2019)  
by Floyd Cobb & John Krownapple, p. 44  
Adapted from Abraham Maslow's Hierarchy of Needs

Figure 3.1 Stairs to Fulfilling Potential

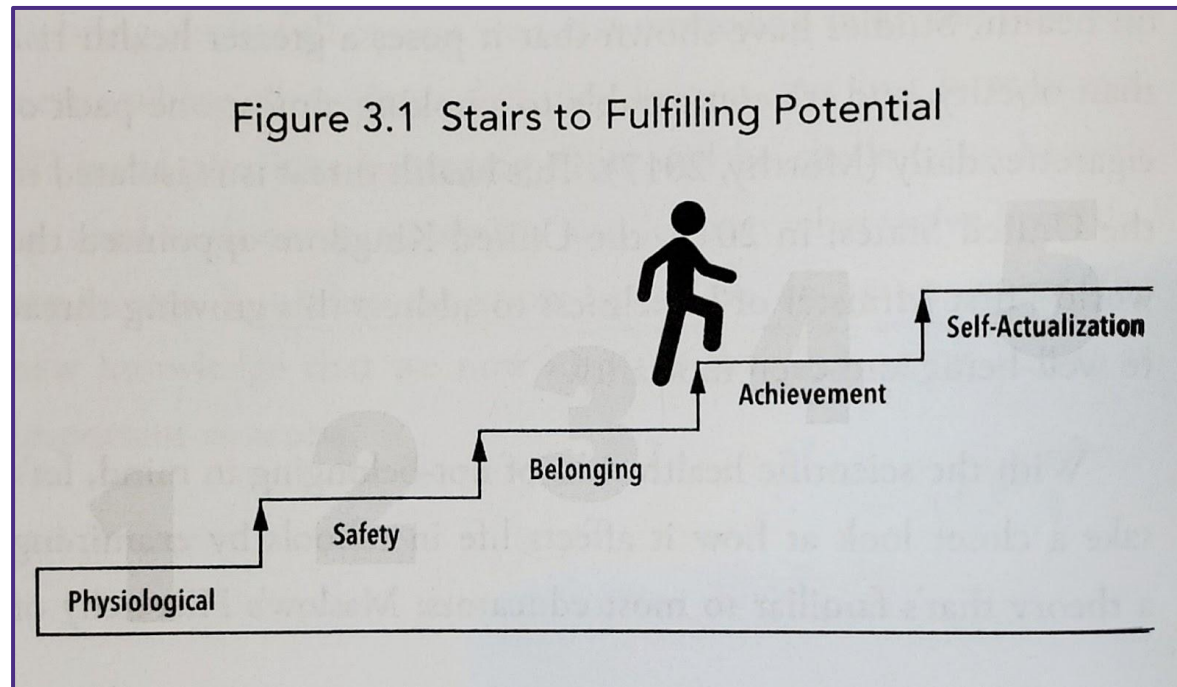


Figure 3.2 An Indignant Hierarchy of Needs

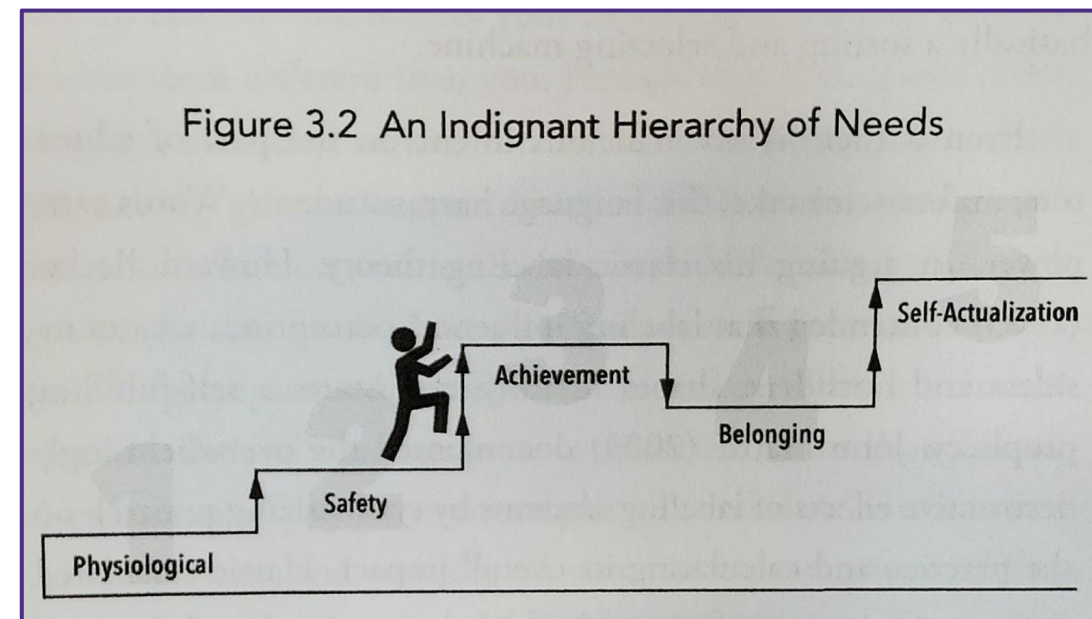
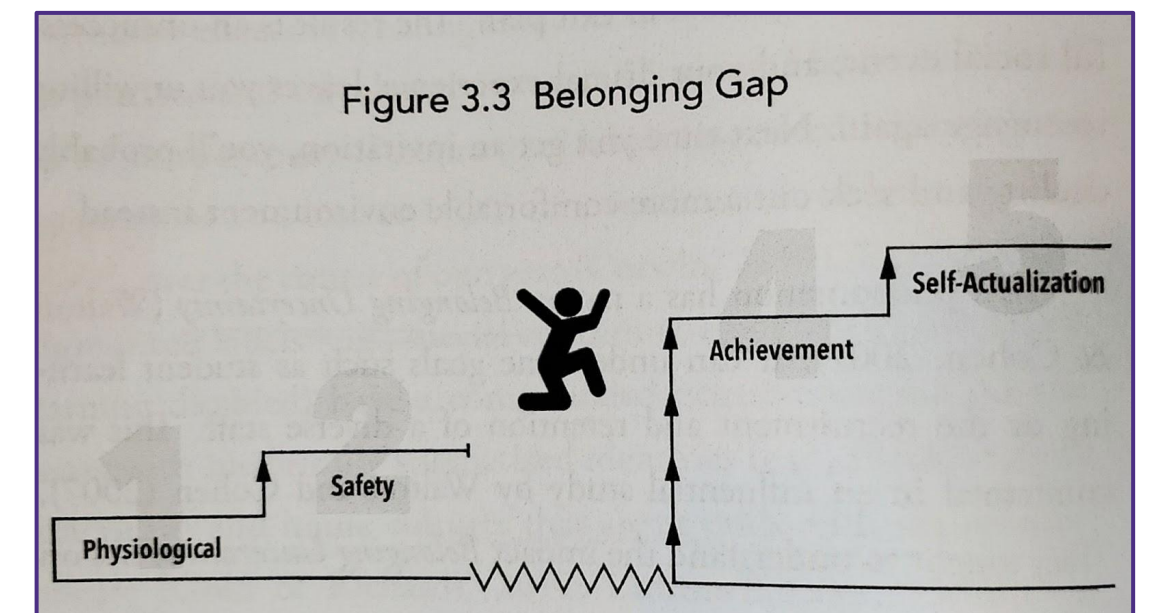


Figure 3.3 Belonging Gap



[https://www.youtube.com/watch?v=BRLR\\_P6zHFo](https://www.youtube.com/watch?v=BRLR_P6zHFo)

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# Immediate Steps Towards an Inclusive Culture and Climate

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- **All students are general education students**, some general education students receive special education services
- Community and belonging *in and out of school*
- Connect to **equity work** happening in the district/schools
- **Normalize and celebrate dis/Ability** by talking about your child's disability with the class. Encourage your school to consider representation. Wonder how neurotypical students have opportunities to learn about neurodiversity.
- Ensure there are a variety of ways your child's school **communicates and engages with families that is representative of all.**





# How can we continue to advocate for inclusion?

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- Ask how we are **prioritizing** this - what is your school's improvement plan? How are we considering inclusion here?
- **Invite general ed colleagues and parents to join us in these conversations.** Inclusion is not a special education initiative, but rather a moral imperative
- Wonder about inclusionary practices and how we can better implement these **across all settings, in and outside school**
- Share some of these resources with your child's school, recommend they visit a WA state IPP Demonstration Site - organize a group to **learn from an WA IPP Demo Site**
- Use this **framework and these guiding questions** to engage in conversations about equity, instruction, and relationships with your child's school



# Questions? Comments?

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# We would love to talk more...

How can we support your community with inclusive and equitable practices?

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## Websites

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[ippdemosites.org/](http://ippdemosites.org/)