

## Optimized Inclusive Practices: An Overview of the Framework



May 1, 2017



Pennsylvania Training and Technical Assistance Network

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### PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

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### PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

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## Agenda

9:00-10:15	OIP Framework Background and Structure
10:15-10:30	Break
10:30-11:15	The Big Idea Tool
11:15-12:00	Concept and Competency-Level Tools
12:00-12:15	Requirements for Application Process

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## Objectives

- Discuss the eight big ideas within the OIP Framework
- Describe the concepts and competencies related to the Big Ideas
- Utilize the OIP Assessment Tools as a means to optimize inclusive practices for all students, including students with low incidence and significant cognitive disabilities
- Describe the requirements for participation in additional PaTTAN-supported OIP training

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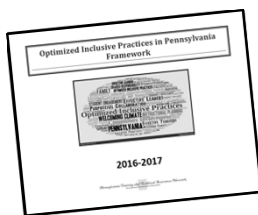
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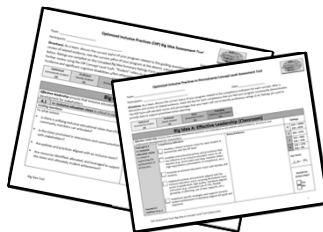
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## Materials for Today's Training



[Hyperlink to OIP Framework on PaTTAN Website](#)



[Hyperlink to Dropbox with OIP Assessment Tools and Activities](#)

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### Opening Activity: Kahoot It!

- Use the following hyperlink to join in this Kahoot It!  
<https://play.kahoot.it/#/k/50ccbbf4-a7c2-4598-bacc-c4cd58341b9f>
- OR go to kahoot.it and enter the Game Pin
- Answer the questions
- Have fun!




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### Opening Activity: Who's In the Room?

Please take two minutes to introduce yourself to your neighbors by finishing the following stems...

- "My job is [principal, special educator, etc]."
- "My current work in inclusive practices includes..."
- "I hope to learn \_\_\_\_\_ about optimizing inclusive practices."




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## Background of Optimized Inclusive Practices in Pennsylvania

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## What Is OIP?

- A means of building the capacity of LEAs to educate students with disabilities in inclusive environments
- Consists of a Framework organized into Big Ideas, Concepts, and Competencies AND...
- Assessment tools to help school teams examine and reflect upon current practices within their LEA




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## The Development of OIP: Why

Pennsylvania data showed that students with significant cognitive disabilities were not being included in general education contexts

Even when included, students with low incidence and significant cognitive disabilities did not have access to the general education curriculum or standards-aligned academic instruction

Schools needed a structured way to examine practices and chart a course toward optimized inclusive practices with a special focus on students with significant disabilities

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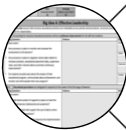
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## The Development of OIP: How



The OIP Framework was developed with the support of outside consultants, including a panel of national experts in the field



The OIP Assessment Tools were developed, piloted and revised in partnership with ACERI Consultants 2015-16

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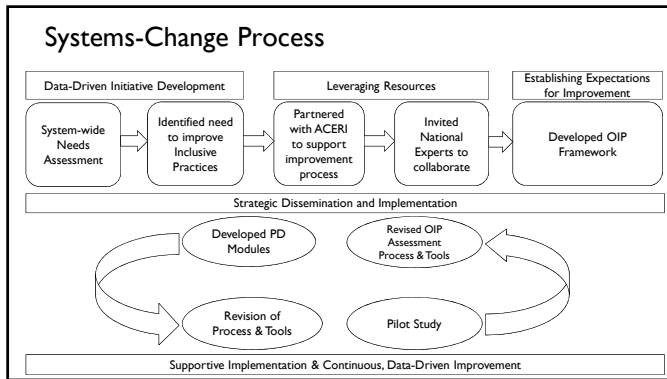
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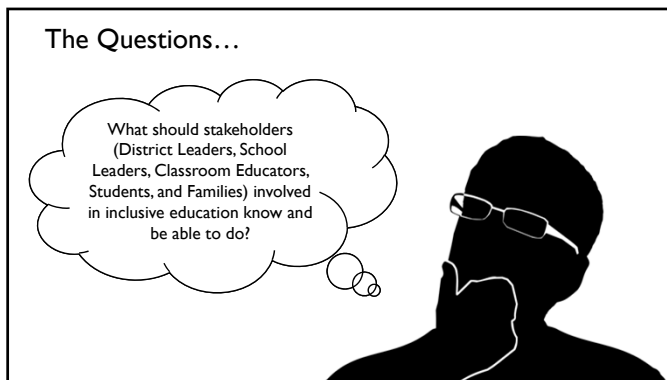
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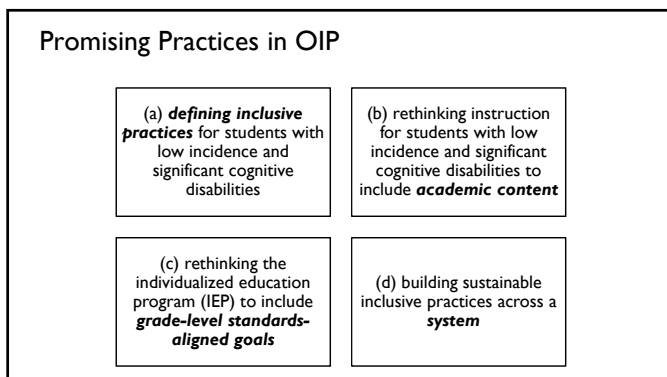
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## Understanding the OIP Framework

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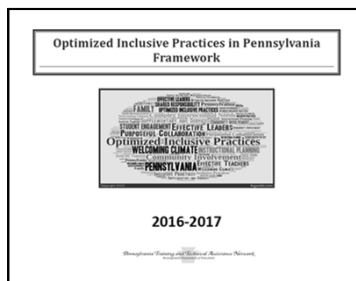
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### The OIP Framework...

Available on the PaTTAN Optimized Inclusive Practices Webpage:  
<http://www.pattan.net/>




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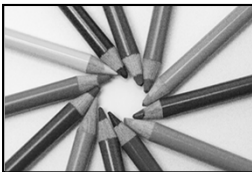
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### Multiple Areas of Focus



- A. Leadership
- B. School climate
- C. Student placement decisions
- D. Purposeful collaboration
- E. Family and community involvement
- F. Instructional planning
- G. Effective instructional practices
- H. Supplementary aids and services

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## Organization of Focus Areas

### Big Ideas

### Concepts

### Competencies

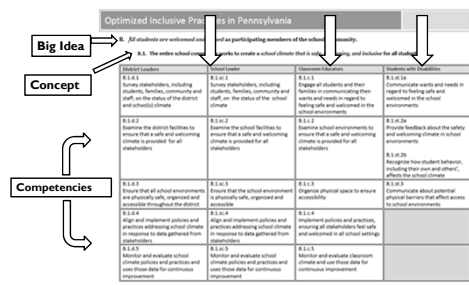
District

School

Classroom

Student

## Big Idea B: Welcoming School Climate



## Exploring the Framework

Work with a partner and...

1. Find the OIP Framework on the PaTTAN website (Hint: it's on the Inclusive Practices page)
2. Select a focus area, such as Instructional Planning
3. Identify the Big Idea
4. Identify the Concepts
5. Review one Competency
6. Discuss how that Competency changes across all four levels

## Overview of the OIP Assessment Tools

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### The OIP Assessment Tools

Two Levels  
of OIP  
Assessment

Big Idea Tool

Concept Level Tools

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### Utilization of the OIP Assessment Tools

- Allows for self-reflection upon inclusive practices within LEAs
- Helps LEAs collaboratively **examine** areas of strength and need based on the **OIP Framework**
- Leads to **action plans** based on areas of needs
- Informs changes in inclusive policies and practices across a **system**




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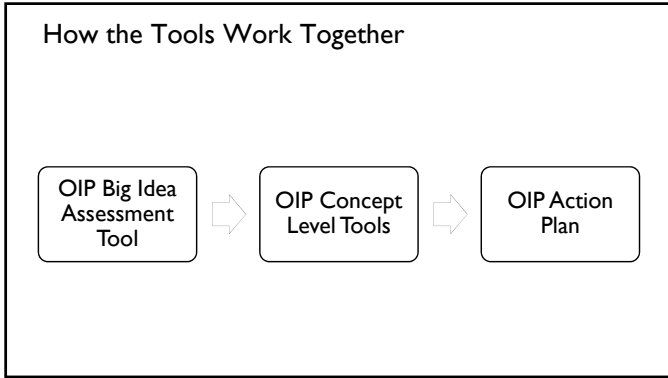
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## The Big Idea Tool

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The Big Idea Assessment Tool Is...

- A screening tool
- A means of reflecting upon current practices
- An instrument focusing on system-wide practices
- A way to highlight areas of need

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## Big Idea Tool Overview

Ratings are described on each page.

The "Big Idea" for the area of focus is described for clarity and delineated into more detailed ideas.

Guiding questions are included to facilitate discussion.

Optimized Consistently Evident (4)	Proficient Mostly Evident (3)	Basic Somehow Evident (2)	Emerging Seldom or Not Evident (1)
<b>Big Idea B: School Climate</b>			
All students are welcomed and valued as participating members of the school community.			
<b>B.1</b> The entire school community works to create a school climate that is safe, welcoming, and inclusive for all students.			
Guiding Questions		Evidence	Rating
To what extent:			District
<ul style="list-style-type: none"> <li>Does the school community work together to improve school climate?</li> <li>Are school environments physically safe, organized, accessible, and welcoming?</li> <li>Are district, school, and classroom climate policies and practices monitored and evaluated using data to inform continuous improvement?</li> </ul>			School
			Classroom
			Student
Notes & Evidence			

Ratings for each level from 4-1.

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## Big Idea Tool Overview, cont.

Optimized Consistently Evident (4)	Proficient Mostly Evident (3)	Basic Somehow Evident (2)	Emerging Seldom or Not Evident (1)
<b>Big Idea H: Supplementary Aids and Services</b>			
Supplementary Aids and Services (SAS) are critical supports to ensure meaningful participation and student achievement.			
<b>H.1</b> A systematic and individualized approach is effectively used to identify a full range of Supplementary Aids and Services (collaborative, instructional, social behavioral, and physical) to support individual students with disabilities regardless of the complexity of his/her needs.			
Guiding Questions		Evidence	Rating
To what extent:			District
<ul style="list-style-type: none"> <li>Are IEPs reviewed to ensure that they show evidence of systematic and individualized approaches to determining appropriate SAS?</li> <li>Do educators use a systematic approach to develop and evaluate the impact of appropriate SAS?</li> <li>Do educators provide information as a part of the IEP team regarding demands of the general education classroom, and potential barriers to participating and learning?</li> </ul>			School
			Classroom
			Student
Refer to Potential Evidence List for assistance.			

Include scores for all levels unless previously "X'ed" as pictured here.

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## Please Note...

The Big Idea Tool is a screener that is to be used in its **entirety**. It will assist you in selecting which Concept Level Tools to utilize.

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## Exploring the Big Idea Tool

- Access the Dropbox Account to locate the Big Idea Tool
- Take a few moments to look over the tool in its entirety
- Choose ONE section of the tool that you would most like to explore – for example, you may choose Big Idea D: Purposeful Collaboration
- Within the Big Idea, choose one concept on which to focus – for example, within Big Idea D, you might select Concept D.3 “Effective collaborative teams actively participate in regularly scheduled planning sessions…”
- Discuss the “Guiding Questions” within that concept and provide evidence regarding current practices at all levels: District, School, Classroom, Student
- Determine a rating according to your evidence and discussion
- If you have time, select another Big Idea or concept to review

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## The Concept Levels Tools

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## The Concept Level Assessment Tools Are...

Targeted for in-depth reflection

Used to analyze individual Concepts at specific levels

Based upon Competency Indicators

Used to help shape action planning

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### Concept Level Tools Overview

Ratings are included on each page.

The "Big Idea" for the area of focus is described for clarity.

Concepts within the Big Idea are stated individually.

Competency indicators allow teams to further analyze these concepts.

Level

Optimized  
Consistently Evident (4)

Proficient  
Mostly Evident (3)

Basic  
Somewhat Evident (2)

Emerging  
Seldom or Not Evident (1)

#### Big Idea C: Student Placement Decisions (Classroom)

Student placement decisions begin with consideration of the general education classroom with the use of a wide array of supplementary aids and services.

Concept C.1  
All students, including students with low incidence and significant cognitive disabilities, have access to a full range of learning experiences and environments offered to students without disabilities.

Competency Indicators

Facilitate students' awareness of school and district policies regarding access to all activities to ensure students with disabilities have opportunities to engage with same-age peers in the following aspects of school life:

- ☐ academic
- ☐ co-curricular
- ☐ extra-curricular

Implement student's individualized formal structure with district's formal structure to foster learning and meet the needs of students in the following activities:

- ☐ academic
- ☐ co-curricular
- ☐ extra-curricular

Presume that all students, including students with disabilities, should be members of the classroom and school communities by welcoming all students placed in their classroom.

Notes/Evidence

Ratings

Level	Score	Percentage
4	11/11	100%
3	10/11	91%
2	9/11	82%
1	8/11	73%
0	7/11	64%
0	6/11	55%
0	5/11	45%
0	4/11	36%
0	3/11	27%
0	2/11	18%
0	1/11	9%
0	0/11	0%

Our Score: 0/11 = 0%

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### Concept Level Tools Overview

Big Idea

Optimized  
Consistently Evident (4)

Proficient  
Mostly Evident (3)

Basic  
Somewhat Evident (2)

Emerging  
Seldom or Not Evident (1)

#### Big Idea G: Effective Instructional Practices (Student)

Effective teachers seek to engage all students and recognize their responsibilities for the learning of all students.

Concept G.1  
Teachers use multiple evidence-based instructional practices to ensure that all students, with a special focus on students with low incidence and significant cognitive disabilities, are actively engaged in meaningful learning.

Competency Indicators

Students engage in instructional opportunities to consider:

- ☐ ask and answer questions about a range of topics
- ☐ provide feedback
- ☐ initiate interactions in the context of meaningful instruction

Notes/Evidence

Ratings

Level	Score	Percentage
4	3/3	100%
3	2/3	67%
2	1/3	33%
1	0/3	0%

Our Score: 0/3 = 0%

Revisit for Action Plan?

☐ Yes ☐ No

Score

Action Plan indicator

Focus on data & evidence.

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### Utilization of the Concept Level Tools

- Topics chosen based on information from Big Idea Tool
- Only 1-3 Concept Level Tools are completed
- Concept Level tools are used to inform Action Planning

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### Exploring a Concept Level Tool

- Access the Dropbox Account to locate the Concept Level A files
- We have included only the concepts from Big Idea A – Effective Leadership, as it can be overwhelming to review ALL of the Concept Level Tools
- Choose ONE of the tools that you would most like to explore – District, School, Classroom, or Student Level Tool
- Using your knowledge of current practices, check the boxes next to the competency indicators that your LEA is currently practicing
- Determine your Ratings per concept and your overall ratings – if you use the fillable forms, your computer will do this automatically
- Discuss: Were these scores a surprise? Why or why not? What ideas could you brainstorm right now in order to address the inclusive practices needs within your district?

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### OIP Action Planning

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### Action Planning

#### Develop a Plan Including...

- areas of focus
- essential activities
- individuals responsible for tasks
- steps towards task completion
- timelines

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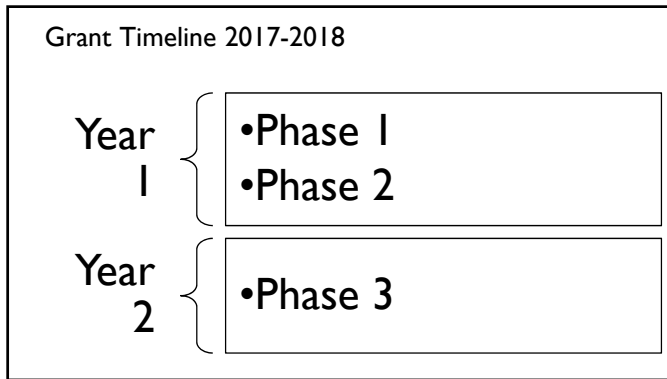
# OIP Grant Opportunity

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## Purpose of OIP Grant

- Explore implementation of OIP Framework and OIP Assessment Tools, in their entirety, with support from PaTTAN Educational Consultants and local TaC
- Receive grant funding to offset costs of travel and release time

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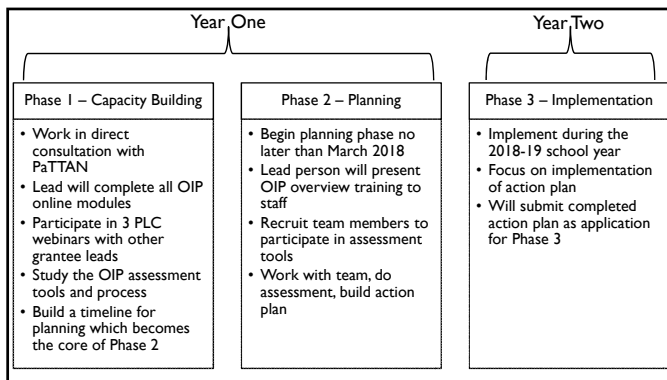
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**Required Team Members**

District Level Administrator	
School Level Administrator	
General Educator	
Special Educator	
Family Member of Student with a Disability	

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### Prospective Team Members

#### District Level Administrator

- Director of Curriculum
- Assistant Superintendent
- Director of Pupil Services
- Supervisor of Special Education
- District Level School Psychologist

#### Building Level Administrator

- Principal
- Assistant Principal
- Curriculum Coach

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### Responsibilities of Lead Team Member

- Complete ALL OIP online training modules
- Participate in three PLC webinars with other grantee leads
- Study the OIP tools and process
- Present overview training to other team members




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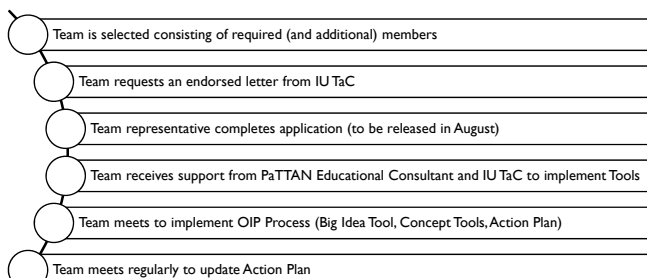
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### Requirements for Participation




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### Advantages of Participation

- Benefit from collaborative discussion to reflect upon and maximize the optimization of inclusive programming for all students
- Receive assistance with systematic implementation of the OIP Framework for the 2017-2018 school year
- Pending funding, receive reimbursement for release time costs




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### Responsibilities of Grantees

Commit to two-years of grant participation, beginning with the 2017-2018 school year
Meet regularly with identified OIP team members
Genuinely reflect upon current inclusive practices policies and procedures
Apply the OIP Assessment Tools in their entirety with PaTTAN and TaC support
Complete and submit Action Plan based on results of Assessment Tools
Collect data related to implementation and impact of OIP Action Plan
Review and revise Action Plan as necessary throughout the school year

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### Next Steps

**Target date for team selection is September 2017.**

- Identify team members to participate in training series
- Complete SurveyMonkey to indicate interest in the training series: [Hyperlink to Survey](#)
- Complete OIP Grant Preparation Checklist to determine readiness for application
- Look for the grant application announcement to be released around June or July
- Complete grant application and request letter from IU TaC

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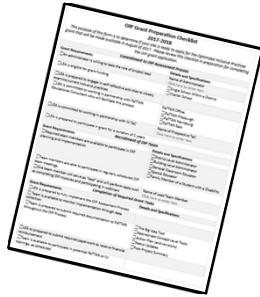
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## Not Sure You're Ready?

- Complete the OIP Grant Preparation Checklist available on the dropbox AND on the OIP Website
- \*This is a tool for your own use – it is not required but may help you determine if you are ready to complete the grant application




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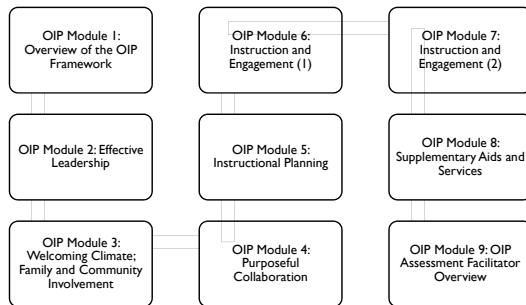
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## OIP Training Series




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## OIP Professional Development Series



<http://pattan.encour.se/login/pittsburgh/>

- Available on PaTTAN Encour.se
- Nine modules addressing Big Ideas and Facilitator Overview
- \*Completion required for the lead team member participating in OIP Grant\*

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## OIP Website

There is a specific website for Optimized Inclusive Practices in Pennsylvania. Here you will find links to additional modules and other information and resources related to the Optimized Inclusive Practices Framework.

Please click on the picture on the following slide, or go to the PaTTAN website:  
[PaTTAN Optimized Inclusive Practices Webpage](http://PaTTAN.OptimizedInclusivePracticesWebpage)



## Contact Information

[www.pattan.net](http://www.pattan.net)

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Commonwealth of Pennsylvania  
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