In collaboration with the Office of Superintendent of Public Instruction (OSPI), The Haring Center for Inclusive Education at the University of Washington is partnering 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 inspires continuous improvement, with the goal of creating learning communities to be used as sites for research, professional development, teacher preparation, and model demonstration sites for best practices in inclusive education. These schools will serve as exemplars that show the benefits of inclusionary practices on student outcomes.

OVERVIEW

Over the course of the next two years, up to 16 schools will be selected from across the state to become demonstration sites. In collaboration with inclusion specialists from the Haring Center, these schools will plan and host colleagues from around the state to showcase high-leverage inclusive practices. By sharing practices and opening their doors to teachers, principals, and community members, demonstration sites will allow visitors to see best practices in action and adapt what they have learned for their own contexts, while the demonstration site itself continues to grow its inclusive culture and refines practices that contribute to equitable learning for all students.

Demonstration sites selected for this project will demonstrate the systems, processes, and inclusionary practices that contribute to equitable outcomes for students, e.g. multi-tiered system of supports (MTSS), universal design for learning (UDL), specially designed instruction (SDI), and culturally responsive teaching (CRT), professional learning communities (PLCs).
DEMONSTRATION SITE GOALS

• Provide an action-oriented and transformational learning experience for visitors that showcase high-leverage inclusive practices
• Allow schools to tell their stories about best practices, systems, and processes that drive student success
• Create professional peer-learning communities where educators support educators, contributing to a culture of teacher-leaders
• Support schools to continue to strengthen practices, outcomes, and an inclusive culture
• Contribute to system-wide efforts that achieve equitable outcomes for all students
• Influence a culture of collaboration across schools in the state of Washington
• Use an asset-minded approach to interrupt existing biases that have historically created barriers for student success.
• Provide key takeaways for school leaders looking to replicate inclusive practices and make them their own
• Improve social and academic outcomes for students with and without disabilities.

PROVIDED DIFFERENTIATED SUPPORT AND GUIDANCE

• Programmatic support, including time with a University of Washington Inclusion Specialist
• Design of the visit, agenda, learning, activities, and resources that introduce visitors to the school's inclusive practices, as well as the systems that help those processes thrive
• Assistance in articulating how the demonstration site's inclusive practices improves student outcomes or can be leveraged to promote equity-based inclusion in the future
• Collect and synthesize visitor learning and feedback
• Funds to support project activities and logistics, (e.g. paying for substitute teachers, materials, and costs associated with visits)

DEMONSTRATION SITE BENEFITS

• Statewide recognition for sharing high-leverage inclusive practices and systems
• Use appreciative inquiry to facilitate continued growth of inclusionary practices and culture
• Professional development on adult learning, teacher leadership, and asset-oriented learning
• Opportunities to network with and facilitate learning for educators across the state
• Professional development on high leverage teaching techniques and how to create organizational structures that support inclusive education.

DEMONSTRATION SITE COMMITMENTS

• Collaborate with inclusion specialists from the Haring Center to plan and lead 3-5 visits in the first year that are focused on their school's exemplary inclusionary practices for visiting educators from across the state (up to 40 hours)
• Work continuously with inclusion specialists from the Haring Center to highlight the systems and processes that have contributed to growth of inclusionary practices
• Promote asset based mindsets to support visitor agency to implement inclusionary practices in their own schools
• Engage in professional learning to craft a meaningful and differentiated visit to colleagues from schools across the state and in order to continue to grow and refine inclusionary practices
• Provide project feedback and reflections on learning to the Haring Center and partners at OSPI
• Share school/student data and findings with the Haring Center and partners at OSPI that demonstrate growth – this information will not be used to evaluate schools.
• Participate in summer Inclusion Institutes

Demonstration sites will be identified through an application process. Schools interested in being a demonstration site for the inclusionary practices professional development project can find the application here. Closing applications date for the first cohort is December 20, 2019.

For more information about the project, please contact the Demonstration Sites Project Team at the University of Washington's Haring Center for Inclusive Education: uwdemosites@uw.edu.