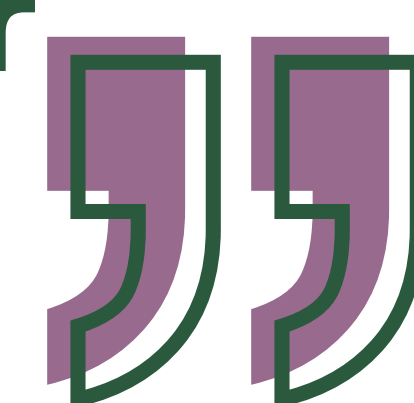




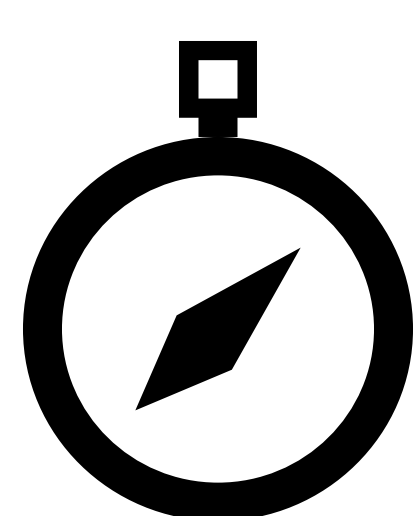
Northwest Educational Service District 189



The most valuable resource that all teachers have is each other. Without collaboration, our growth is limited to our own perspectives.

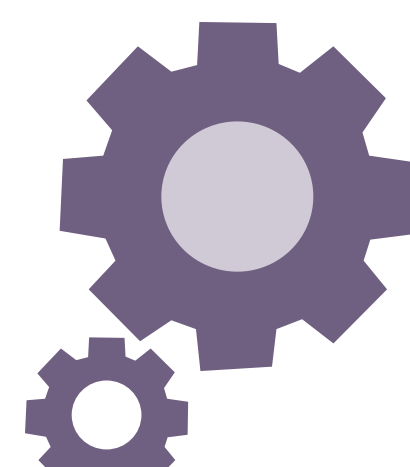


Robert John Meehan



Theory of Action

We will increase outcomes for students with disabilities by improving core instruction for all students through increased collaboration between general education and special education staff.



Project Components

- Three-year project
- 4, 2 Convenings
- 5, 3 Coaching visits
- Small Tests of Change
- Digital tool kit
- Yearly pre/post data
- Coordination with ESD/OSSI staff



Participants

Cohort 1: Allen Elementary, Cascade Middle School, Lucille Umbarger School, Orcas Island School District, Port Susan Middle School, Skyline Elementary, Stanwood Middle School, Sultan Middle School

Cohort 2: Edison Elementary, Glacier Peak High School, La Conner School District, LaVenture Middle School, Marysville Early Learning Center, Mount Baker Middle School, Quil Ceda Tulalip Elementary, Snohomish High School

What is the focus of the convenings? Subject matter and improvement science.

Subject Matter Knowledge: Research and professional knowledge about the content of what you are improving.



Improvement Knowledge: The interaction of the theories of systems, variation, knowledge, and psychology.

Strengths of this model:

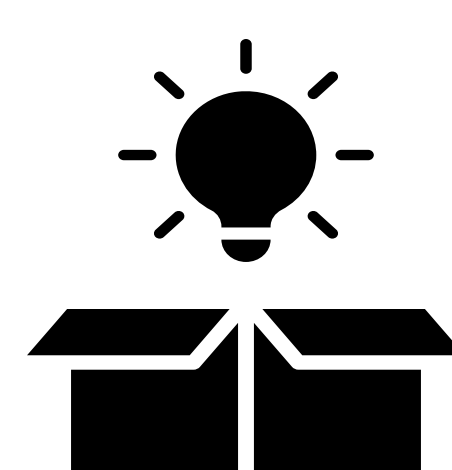


- Builds capacity in schools
- Convenings provide rich content and work time
- Coaching/visits are highly individualized and in person
- Project is ongoing, supports relationships
- Just in time/nimble Professional Development,
- The model allows buildings to build coherence between initiatives
- NWESD point of contact for other resources
- Visits help to refocus teams/gentle accountability



Challenges

- Communication with other school supports
- Multiple "online" locations
- Logistics: keeping track of requests, travel, documentation
- Teams w/o administrative support
- Relationships take time
- Sustainability



Lessons Learned

- Humble stance
- Teams are the center of gravity
- Relationships take time
- Let go of "perfect" Professional Development
- In-person visits keep us all above the "fray"
- Motivated experts solve problems, share the answers and give credit

Resources

Focus groups to inform improvement: Quirkos



"Real" Communication: One pagers that get used

Edison School
Every Student, Every Opportunity, Every Day™
Edison Wildcats are Compassionate Accountable Thinkers Safe

GOAL 1: MAKING CONNECTIONS. If we build positive relationship with ALL of our students, then they will be able to self-regulate and grow at school and in our community and be prepared for their future career & college.

GOAL 2: CORE STRENGTHENED. If content is engaging through a Strong Instructional Core and inclusive for all students and accessible for all types of learners, then all students will demonstrate their highest potential growth.

Focus: Positive Culture through Relationships
Strategies:
• PBIS common strategies / Explicit teaching of SEL skills
• Staff trained in Responsive Classroom & strategies used
• Strong classroom culture through Morning Meetings / Closing Circles
• Claiming place in each classroom for self-regulation (Called Space & Time for 6/7/8)
• 51 Positives (Catitude Cards & Positive Referrals)
• Common area expectations and smooth transitions
• Cross-grade level buddies as mentors in the building

Focus: Climate Strengthened through monitoring Attendance Patterns & Behavior Practices
Strategies:
• Data Tracking and analysis for Attendance / Behavior
• Positive Officer Referrals and Back on Track forms used in all classrooms
• Regular attendance meetings and communication with families-see all phone letter conference
• Ongoing PBIS Implementation by PBIS Team & Coach
• Tier

Focus: Equitable Approach for Inclusion & Access for all Learning
Strategies:
• Staff Meetings and all professional development focused on supporting all students (Students with Trauma, HiCap, ELL, IEP)
• GLAD Strategies used for Language Learners and all students
• Accommodations followed on IEP / 504s and common acc followed (At-a-glance & plans shared with all on team),
• Use of equitable, barrier-free practices that provide access for all students

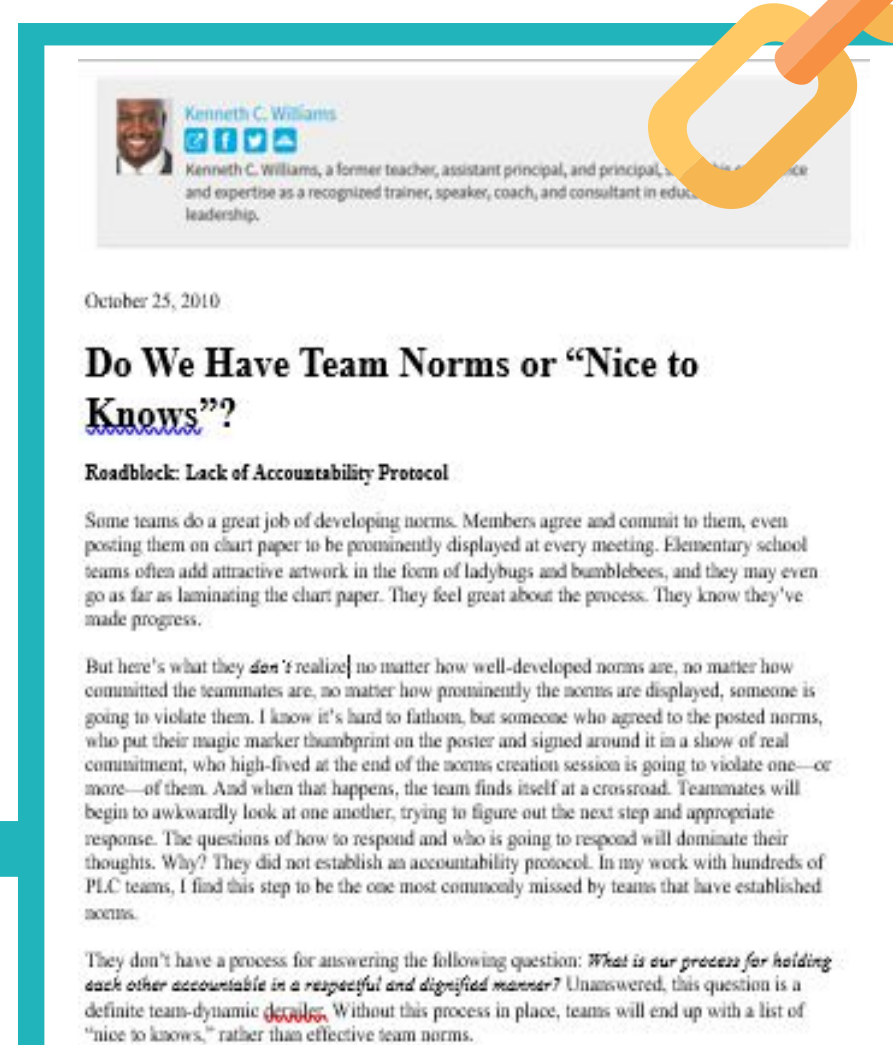
Focus: Data Driven Instructional Decisions
Strategies:
• Regular Data Support Team Meetings using protocol to look at data and try interventions and follow-up with Team
• Focus on goal of one year's growth for all students.
• PLCs for grade levels are data focused on conversations to lead toward change toward research based changes to provide a strong instructional core which includes

Co-Teaching Configurations

Team Teaching	Alternative Teaching
Station Teaching	Parallel Teaching
One Teach, One Assist	One Teach, One Observe

Interventions
per Learning
actions
VID strategies
(g/ Teaching)
(listo
of conversation
needs on topics
& Trauma-
positive

Plan for the eventuality of team conflict



Accountability Protocol

from SpEd Adult Learning September 25, 2019

- Own it yourself - call yourself out when you notice yourself breaking a norm
- Be safe, respectful, dignified, humble and graceful
- Be mindful of tone of voice and body language
- Approach others in private and in person, not by email
- Assume positive intent
- Let the first time go - address repeat incidents
- Use an inquiry stance - replace blame with curiosity
- Forgive
- When you need to address an issue, do it as soon as you can/are ready - don't let it fester
- When you vent to someone, declare it a "vent"
- When you are receiving or listening partner for a "vent" obligation is to help venter toward a solution - what does the venter need to do?
- Seek a mutually agreed upon third party thought partner

2020-21 and beyond

- Move from cohorts to network
- Balance Improvement Science and focus on struggling learners
- Continue to help schools weave together multiple initiatives
- Maintain "visits"
- Cost structure has changed due to grants, continue to keep costs minimal
- For more information contact Lara Cole at Lcole@nwesd.org or Gayle Everly at Geverly@nwesd.org