

MCIE Systems Change Process

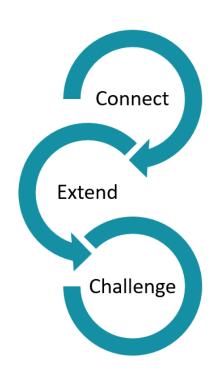
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Participant Engagement

Guiding Questions



Thinking Routine



Questions to Guide Us

What framework guides your system change process?

- Vision
- Theory of Action
- School-wide Framework
- MCIE Process





- ✓ Each and every child who lives here belongs in my school
- ✓ All children are general education students; some also receive services
- ✓ No "inclusion" classes: everyone is included
- No separate programs by disability or performance level
- Services are delivered through collaboration between General and Specialized teachers
- ✓ Academic interventions are for any learner who needs it; and include those with disabilities
- ✓ Planning for students who need more: Membership, Participation, Learning



MCIE Systems Change

1990 - 92	Pilot Building-based	change process
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1994 - 98	Scale up	: Including	all children	schoolwide
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1998 – 02 Modify school to	transformation approach
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2002 – 10 **Scale up** district-wide all learners

2011–16 Modify for **DISTRICT – WHOLE SCHOOL** approach

2016 – 25 **Customized** applications

3 states, # districts, ~ ## schools



Theory of Change

Theory	of of	Change	and Logic	Model

Readiness Engage district leaders 3 - 5 times Conduct initial Overview PL and 30 min. interviews with district leaders & principals Engage Principals Engage Principals in a commitment to the MCIETA process Classroom visits to understand school practices, culture, climate Select leadership team members Professional Learning Tacilitate District to more data summary of startify and action planning Coach TA parters Conduct: **District inventory **Opportunities** Classroom visits to understand school practices, culture, climate Select leadership team members **Deate analysis** Classroom visits C	Getting Ready	MCIE Partnership		Systems Change and School Transformation		
Provide Resources	Engage district leaders 3 - 5 times Engage school teams 1 - 3 times Conduct initial Overview PL session Meet with Supt. and 30 min. interviews with district leaders & principals Engage Principals of selected schools in a commitment to the MCIETA process Classroom visits to understand school practices, culture, climate Select leadership	Professional Learning Facilitate District team meetings and action planning Facilitate School Team meetings and action planning Coach TA parters Conduct: *District inventory *Departmental alignment *Beliefs survey *Quality Indicators assessment *Strengths - Opportunities assessment *Data analysis Facilitate Learner Planning Coordinate natural proportions placement Install collaborative practices	Summary of staff input data and learner data Summary of relevant district data Summary of barriers, facilitaors, priorities District Action Plan School Action Plan TA/PL evaluations Collaborative Teams Checklist TA rubric and self-assessment District guidance as needed for implementation Communication	Install Increased knowledge High ratings of PL and TA Staff engagement in monthly meetings Implementation of MCIETA process with fidelity Selection of priorities based on data review Targeted grades and learner planning for inclusion Development of targeted practices for installing or strethening Increase in beliefs related to inclusion Increase in beliefs related to inclusion Increase in beliefs related to inclusion Increase in Quality Indicators implementation Placements in natural proportions Institution of collaborative learner planning protocol Institution of collaborative planning, teaching, and		



	Visionary and Collaborative Leadership				
LEADERSHIP	Adaptive Professional Learning and Coaching				
	Family and Community Partnerships				
**************************************	SOCIAL/BEHAVIORAL LEARNING	ACADEMIC LEARNING	INTER-DISCIPLINARY COLLABORATION		
SCHOOL WIDE SYSTEMS	School-wide system for behavioral, social, and emotional learning	Research-informed curricula and clear school-wide expectations for effective, quality instruction	Collaborative planning time with effective planning structures to be used school-wide		
CLASSROOM INSTRUCTION	Positive and clearly defined routines, rituals, and relationship development	Effective instruction, grounded in research, and differentiated for student engagement	Co-planning and co-teaching general and specialized instruction		
Interventions	Supplemental behavioral and social-emotional interventions for learners who need more	Supplemental reading and math interventions for learners who need more	Customized team planning based on data for interventions and adaptations for learners who need more		





Administrator commitment and support

Schedule that supports natural proportion class placements, collaboration, and supplemental interventions

Collaboration: Time, Talent, Tools

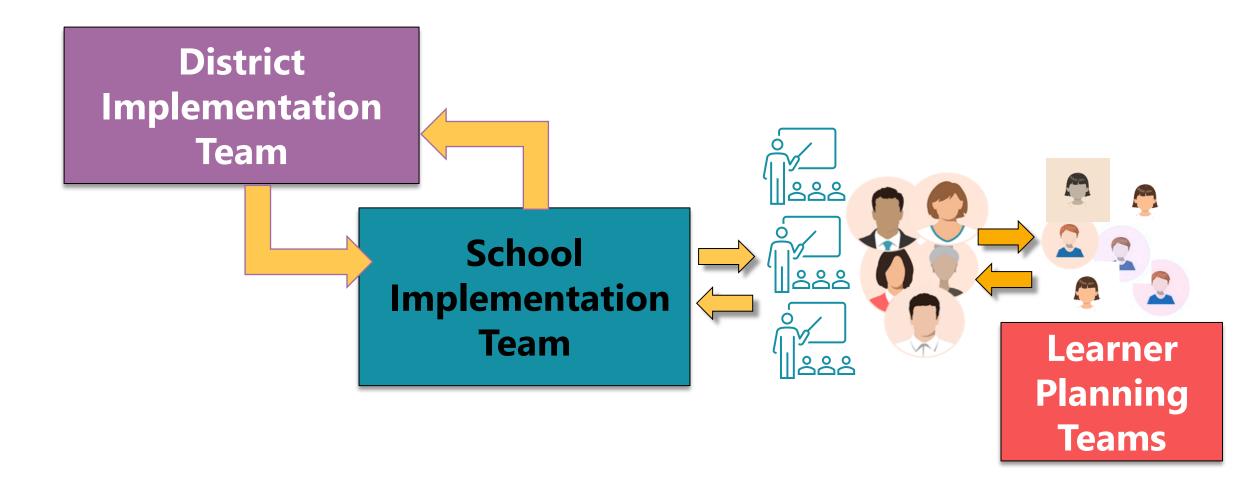
Aim for 100% participation in general education classes and extracurricular activities

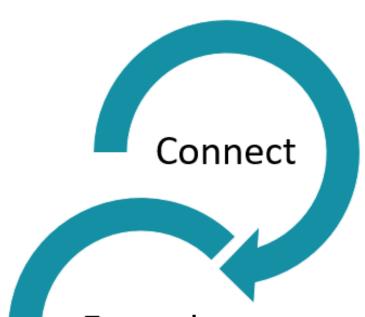


District Partnership

- School Partnership 3 years
 - Year 1: Build relationship, reflect, plan, install practices
 - Year 2: Include/improve participation in target grades
 - Year 3: Whole school inclusion
- Tools for schools

Linked Implementation Teams





Discuss & Highlight

Extend

Challenge



Questions to Guide Us

What data do you use to indicate needs, progress, and impact?

Adaptive & Technical Leadership:

How have you engaged critical perspectives to overcome barriers to including students with disabilities?

What questions and strategies have you used to approach adaptive challenges?

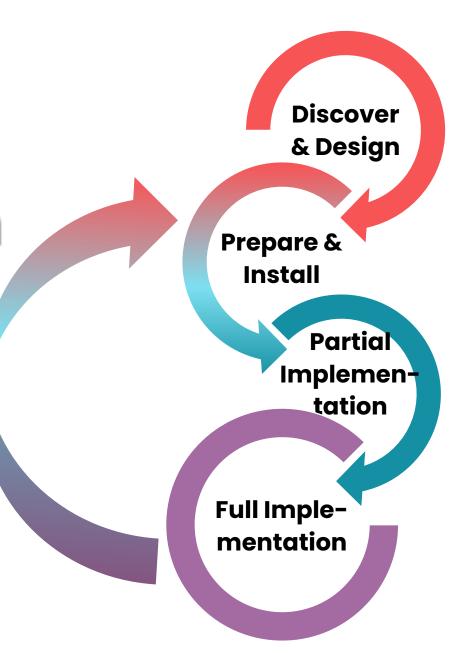




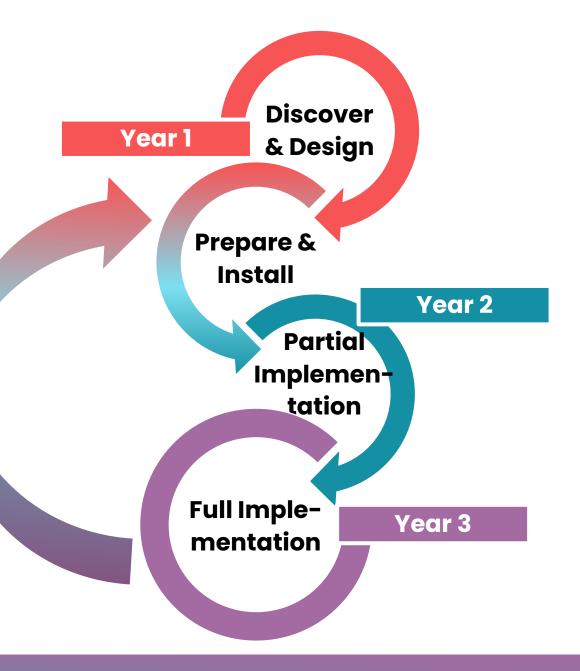
Inclusive Practices School Transformation Process

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Practices Stage-based Implementation



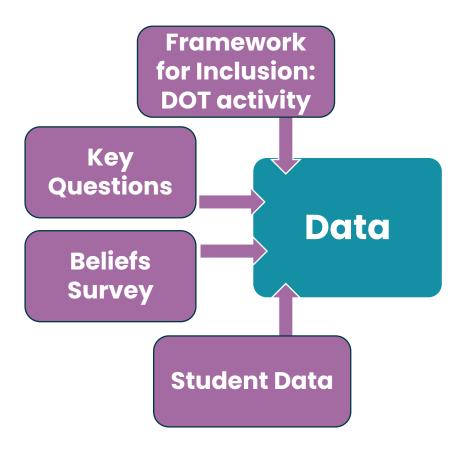
Practices
Stage-based
Implementation



School Leadership Team: Year 1 Agenda Items & Activities

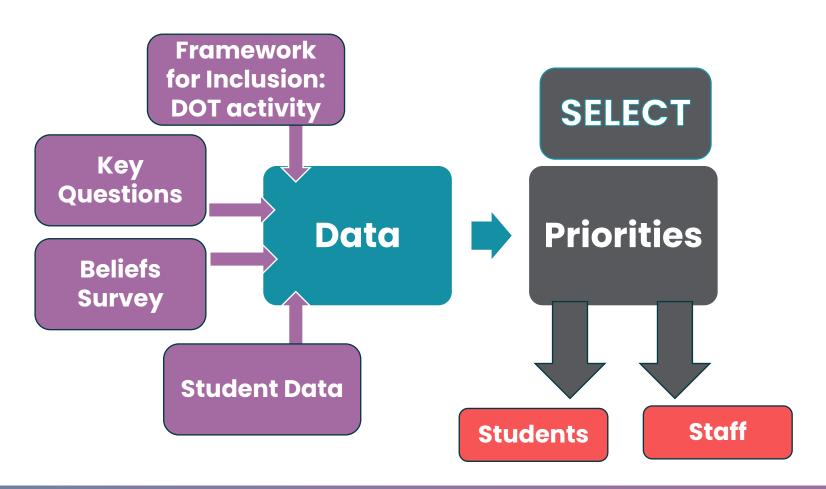
- Decisions about data
- Develop shared understanding about inclusive education
- ✓ Install collaborative team practices
- Staff input: beliefs, strengths, opportunities, barriers, facilitators
- ✓ Student placement and instructional strategies
- ✓ Target grades/subjects: Learners and staffing
- √ Student/Class observations
- ✓ Action Plan







School TA Planning Process



Questions to Guide Us

What inclusion practices are critical for the inclusion of students with disabilities, including students with complex support needs?

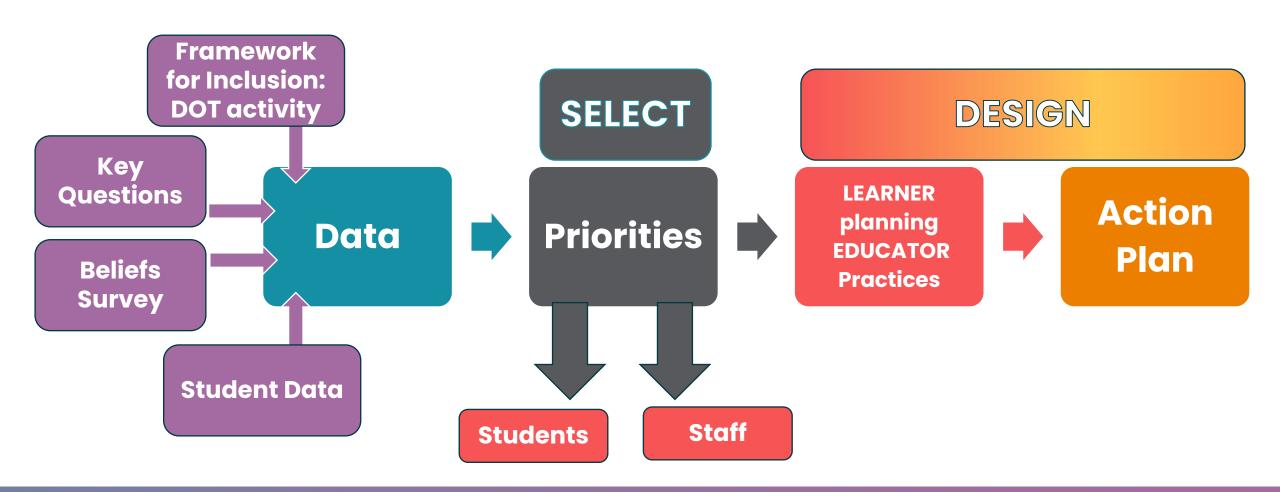
School-based Leadership Team Action Plan based on 3 areas:

- ✓ Individual Learners
- ✓ Instructional Practices
- ✓ School Structures





School TA Planning Process



Inclusive Education Team

Action Plan

A. Plan for Individual Learners

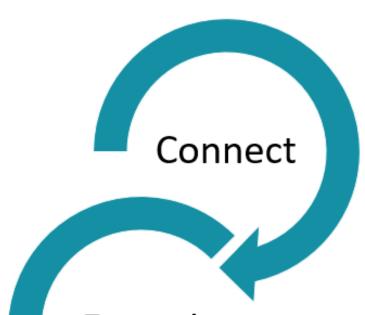
- WHO are children/youth who are not successfully included
- WHAT challenges or barriers exist
- WHAT supports can be added
- Use collaborative learner planning tools

B. Plan to install or improve instructional practices

- Universal Design and Differentiation
- Cooperative/flexible group instruction
- Co-teaching and collaborative planning
- Adapting instruction

C. Identify school structures to develop/change

- Placement in natural proportions (scheduling)
- Educator roles and relationships
- Collaborative planning time



Discuss & Highlight

Extend

Challenge



Questions to Guide Us

What barrier or challenge could this team collaboratively problem-solve?

How can we build capacity with our special educators and other leaders to understand and uphold the legal meaning and intention of special education services (including specially designed instruction) to prevent and significantly limit segregation of students with disabilities?





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Thank you!