



MCIE Systems Change Process

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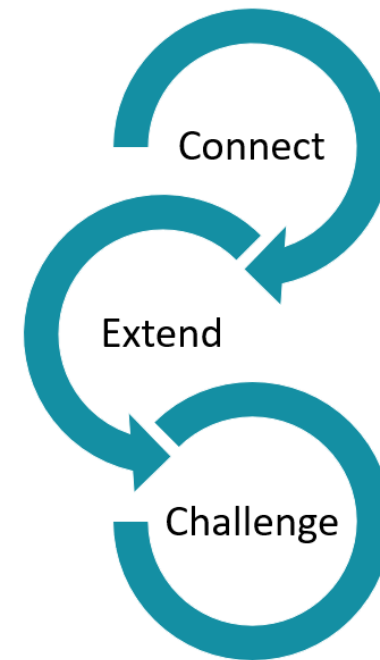
Learning Together to Live Together

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





Vision

- ✓ *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



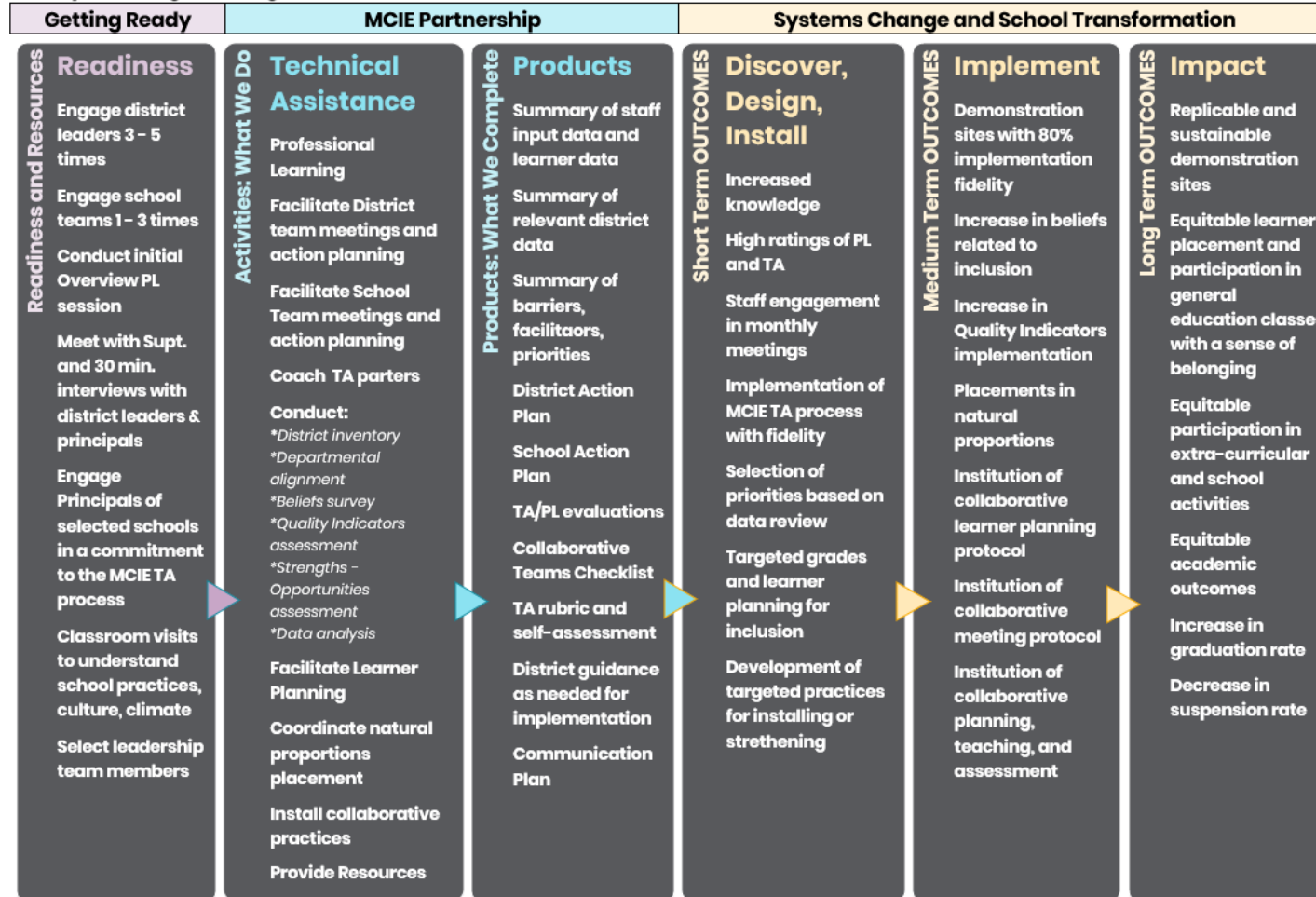
MCIE Systems Change

1990 – 92	Pilot Building-based change process
1994 – 98	Scale up: Including all children, schoolwide
1998 – 02	Modify school transformation approach
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 Change and Logic Model





School-wide Framework

LEADERSHIP	Visionary and Collaborative Leadership		
	Adaptive Professional Learning and Coaching		
	Family and Community Partnerships		
 MCIE	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



Keys to Success



Administrator commitment and support

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

Collaboration: Time, Talent, Tools

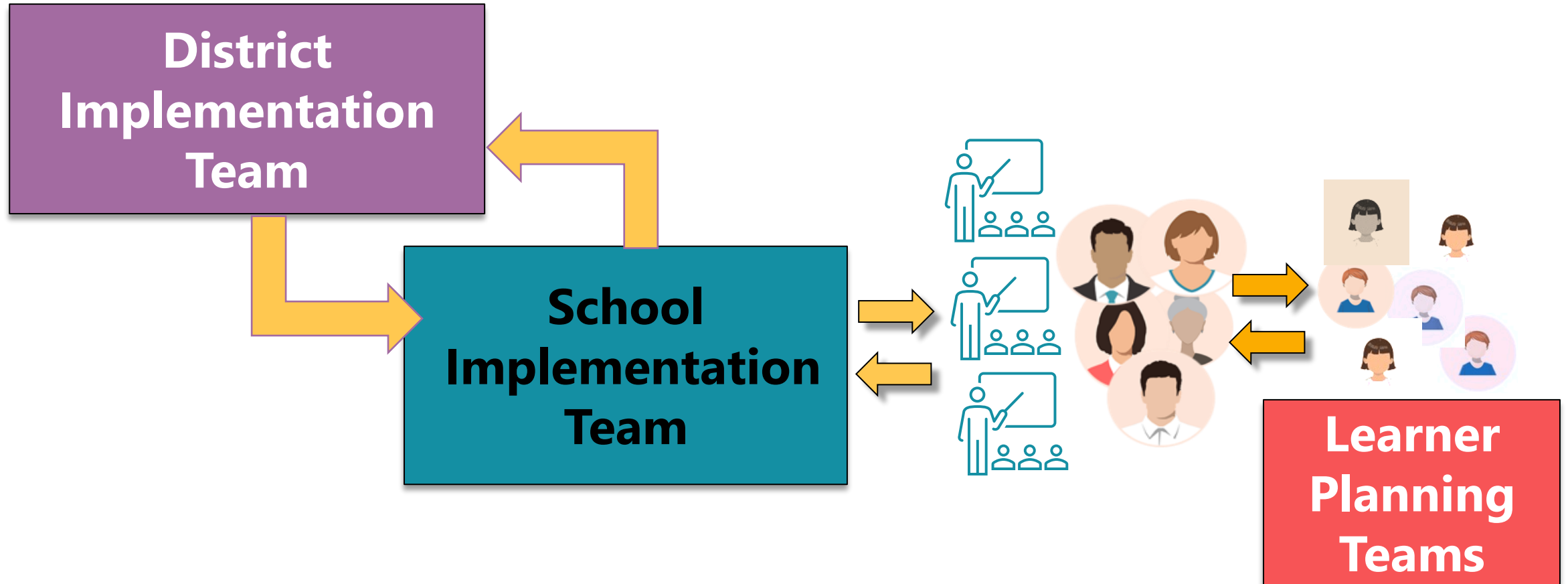
Aim for **100% participation** in general education classes and extracurricular activities

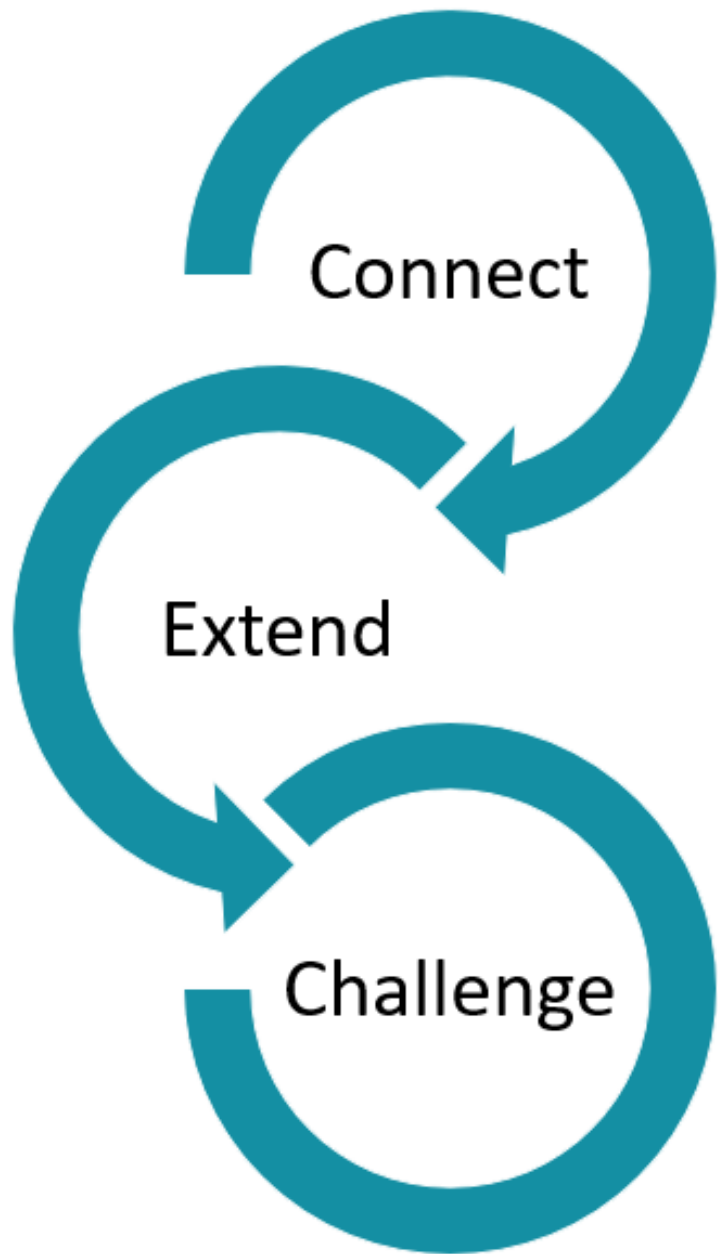


MCIE Process

- **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



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?





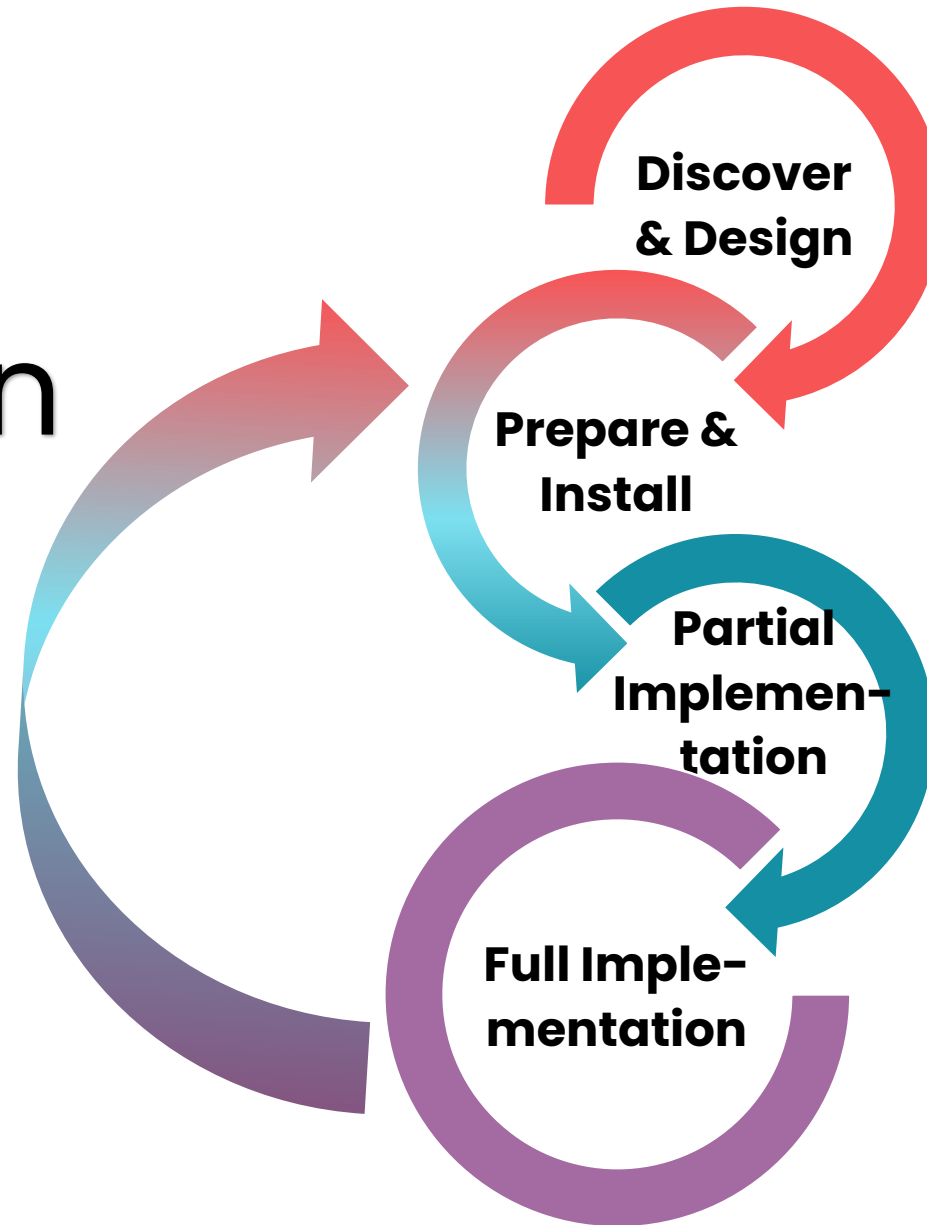
Inclusive Practices School Transformation Process

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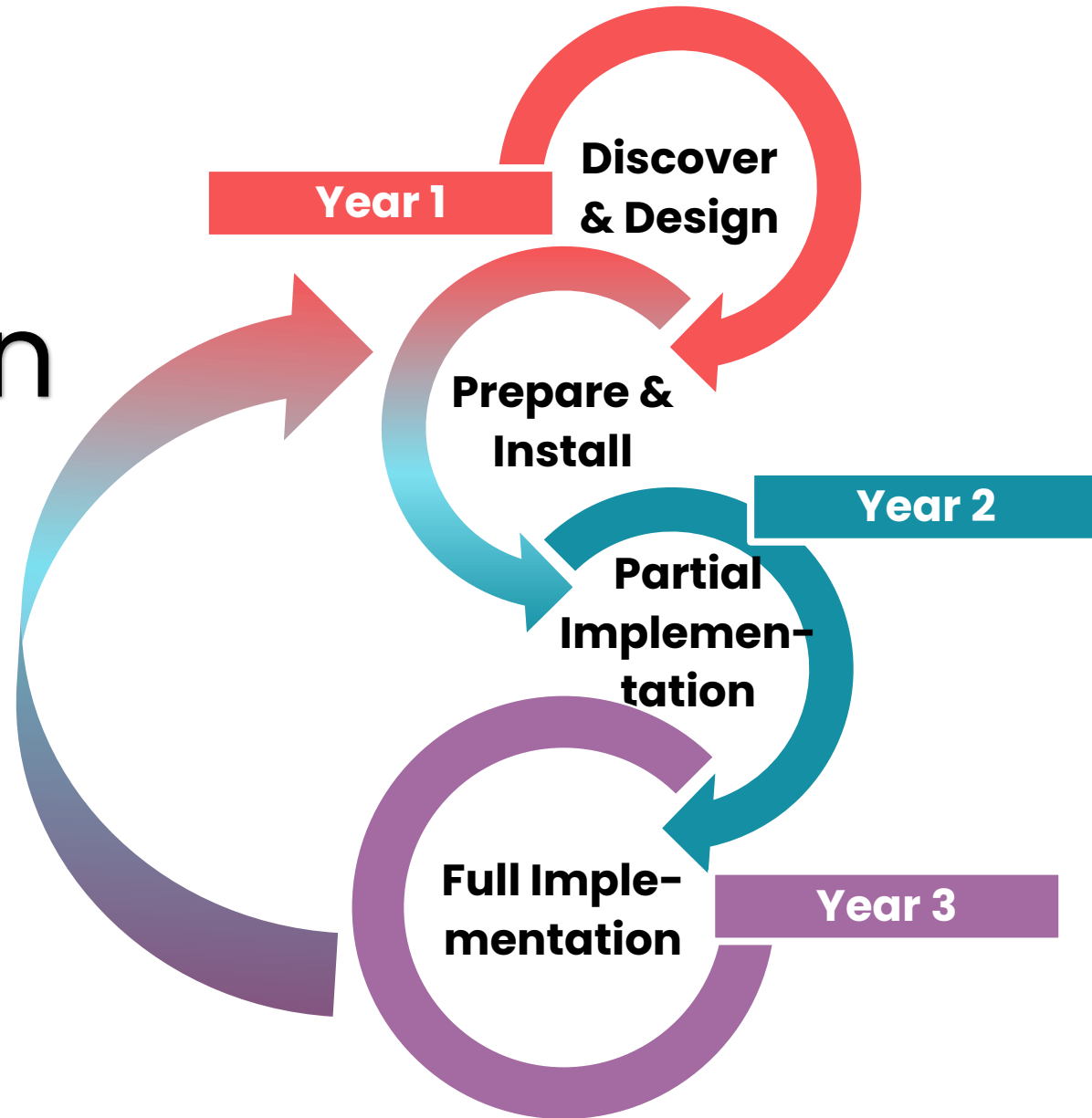
Practices

Stage-based Implementation



Practices

Stage-based Implementation

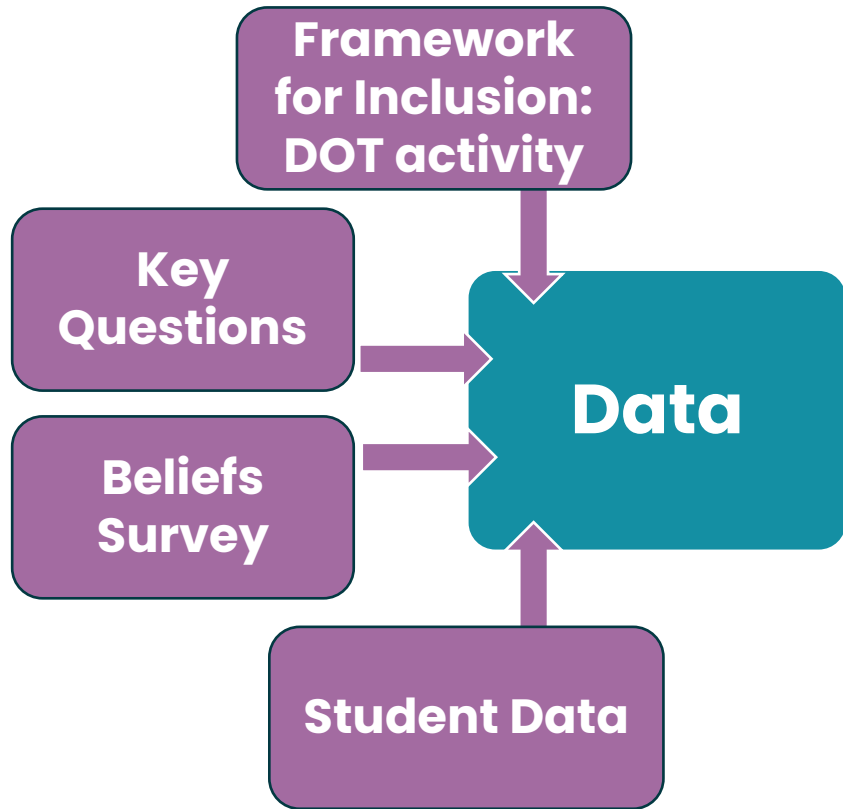


School Leadership Team: Year 1 Agenda Items & Activities

- ✓ 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

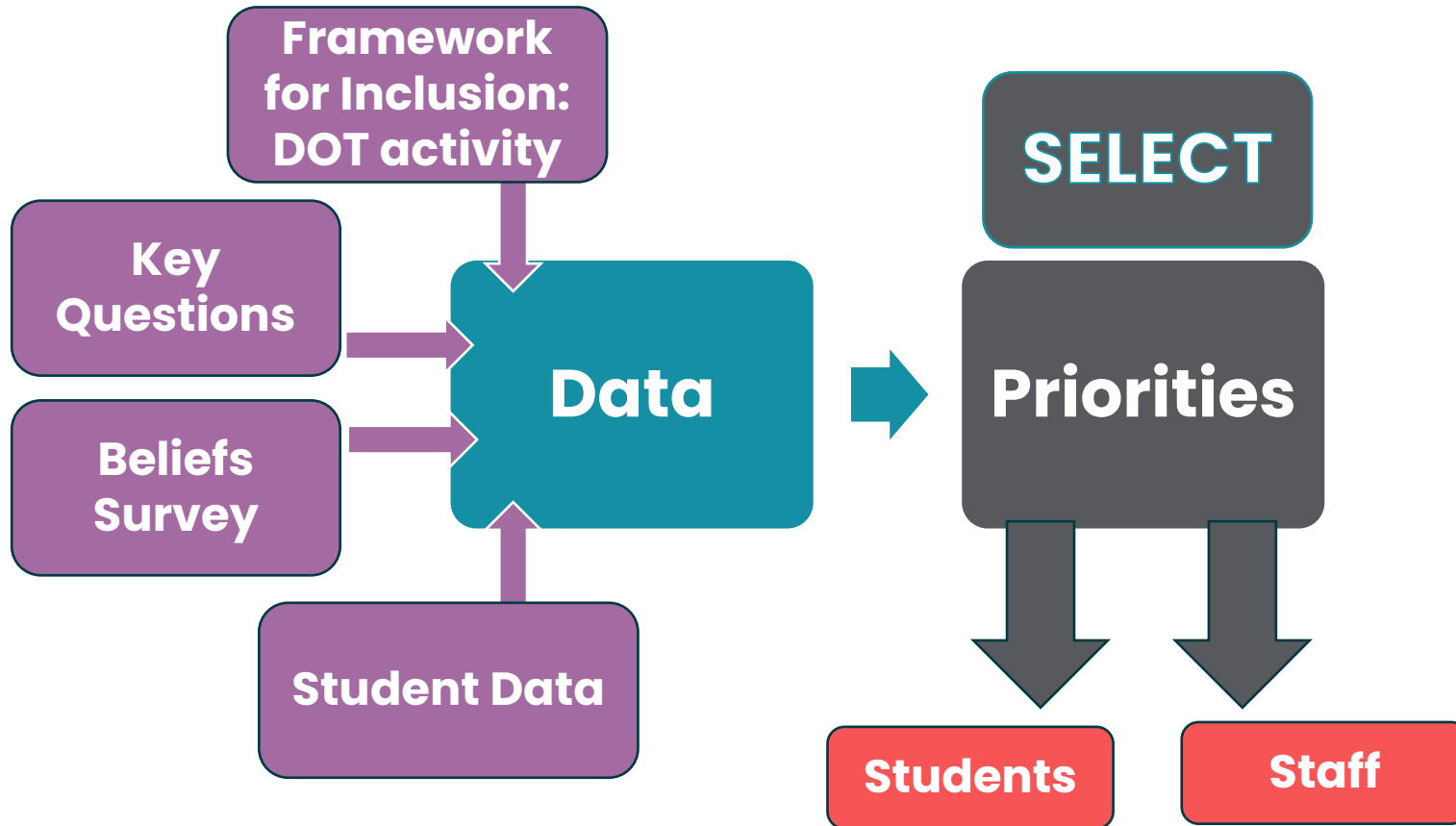


School TA Planning Process





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?

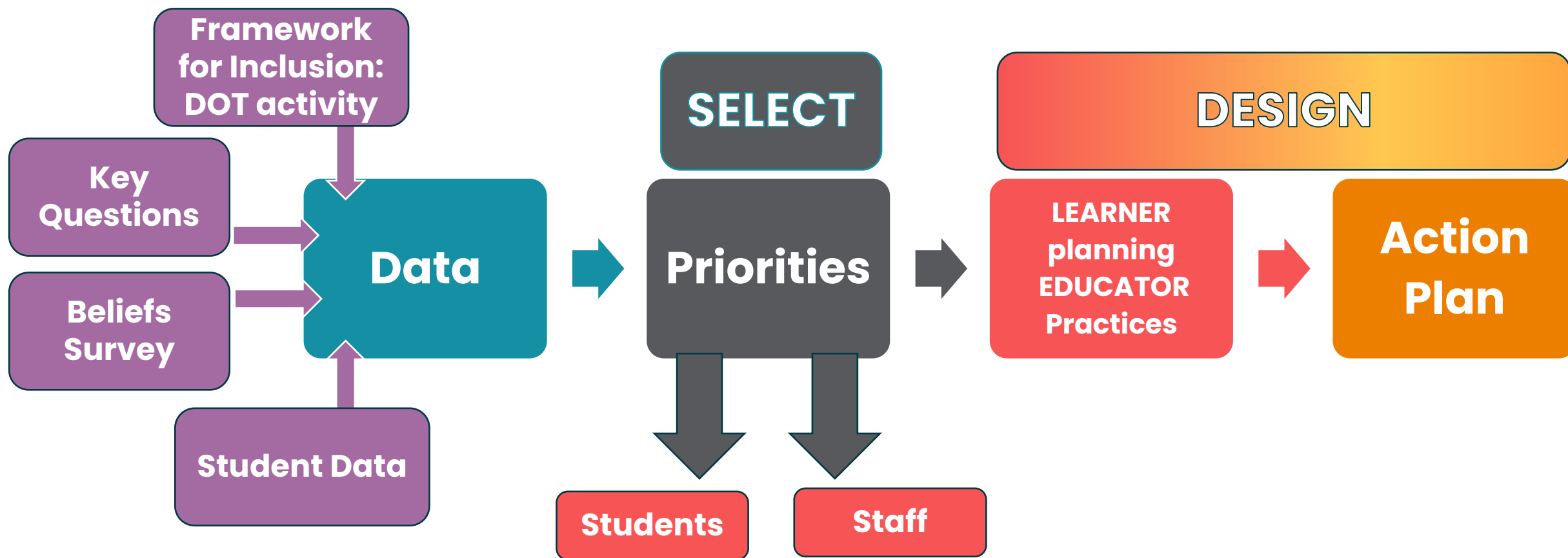
School-based Leadership Team Action Plan based on 3 areas:

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





School TA Planning Process



Inclusive Education Team

Action Plan

A. Plan for Individual Learners

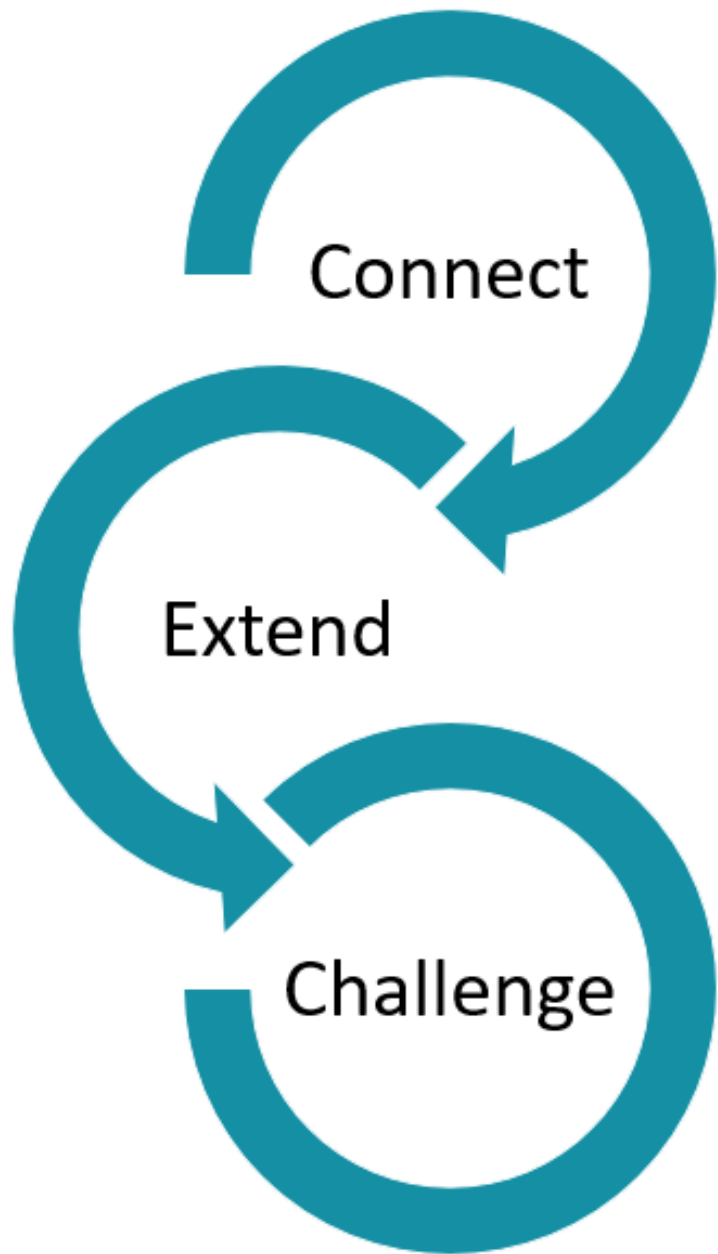
- WHO are children/youth who are not successfully included
- WHAT challenges or barriers exist
- WHAT supports can be added
- Use collaborative learner planning tools

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



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!

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