

ACTION PLANNING STEPS

INCLUSION INSTITUTE, INC.

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ANALYZE

...how your school or district is managing change related to: Increasing Collaborative planning with ongoing consultation; Providing equitable instruction for learners with unique needs.

1. Identify the scenario which best describes the change process in your school:

Managing Complex Change

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	CHANGE
		Skills	+	Incentives	+	Resources	+	Action Plan	=	CONFUSION
Vision	+			Incentives	+	Resources	+	Action Plan	=	ANXIETY
Vision	+	Skills	+			Resources	+	Action Plan	=	GRADUAL CHANGE
Vision	+	Skills	+	Incentives	+			Action Plan	=	FRUSTRATION
Vision	+	Skills	+	Incentives	+	Resources			=	FALSE STARTS

2. **List** one or two actions your team will take to address school-wide or district-wide change that provides a unified plan of support for educators and learners.

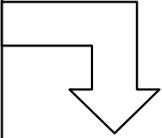
3. **List** the resources and incentives available to you (or those that you can reasonably secure) as you move forward with your plans for a more unified and collaborative approach to educating All learners including those with disabilities or other unique needs.

Assess

...your classroom, school, or district's inclusive practices and set planning priorities.

Where are we in terms of.....

Sharing Student Information



1

- Information about individual needs is not routinely shared
- Information mainly emphasizes learners' deficits and/or is written in a way that would make the learner/family uncomfortable.

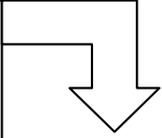
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-Information about individual needs is shared with key educators, but the team has not developed a manageable process for sharing this information with the larger Team.

3

- Within the first weeks of school and as needed throughout the year, routine strategies are used so that educators have critical information about learners (e.g., math and literacy performance, strengths, unique concerns, and expected accomplishments.)

Team Structures & Schedules



1

- Class assignments are made without considering the unique needs that some learners present.
- Learners are *not* based in general education classes, rather they are assigned to special education homerooms. Most of the instruction occurs in settings with other peers having disabilities.

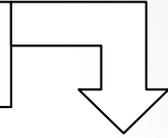
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- Class assignments are made with some consideration of learner needs; No clear process is in place to make adjustments after reviewing overall class needs, strengths & interests.
- Learners are based in general ed. classes, but "pull outs" are used often - diminishing the learners' academic & social engagement, resulting in inequitable instruction, and fragmenting the daily schedule.

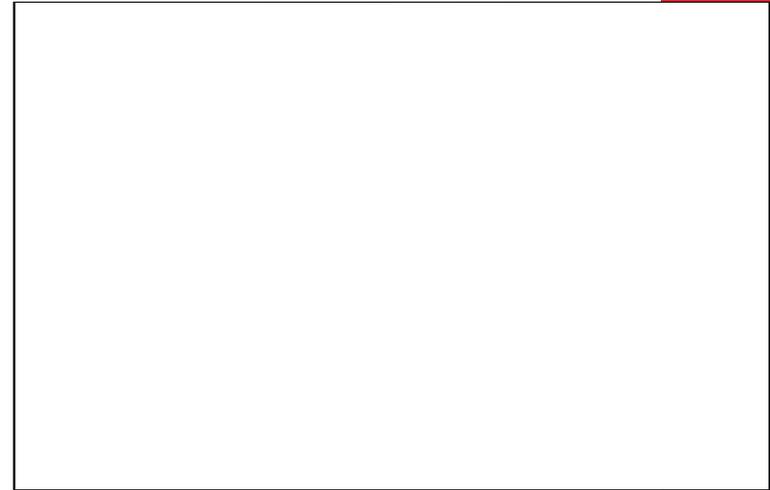
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- Class assignments are made with careful consideration of class compositions, appropriate staff-learner matches, and the type of collaboration expected between general and special education staff.
- Learners are based in general ed. classes, with careful scheduling & a unified plan of staff support, to ensure a meaningful rhythm & flow to the learners' day.

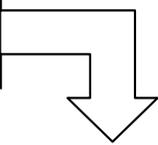
Planning Priorities:



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| <ul style="list-style-type: none"> • There is no space available for small group instruction, when needed. | <ul style="list-style-type: none"> - A breakout space is used, but only for learners with disabilities. | <ul style="list-style-type: none"> - A breakout space is used, allowing for many different learner/group configurations to receive more intensive instruction; there is no stigma attached to this space. |
| <ul style="list-style-type: none"> • Little to no collaborative planning Among general & special educators in order to coordinate services. | <ul style="list-style-type: none"> - Some collaborative planning among general & special educators to coordinate services | <ul style="list-style-type: none"> - Educators routinely & collaboratively develop & implement a unified plan of academic, social & behavioral supports for all learners. |
| <ul style="list-style-type: none"> • Insufficient presence of supplemental supports from educators, paras or peers | <ul style="list-style-type: none"> - Sufficient presence of supplemental supports from some educators, paras or peers. | <ul style="list-style-type: none"> - Sufficient and strategic presence of supplemental supports from general & special education staff and/or peers. |



Accommodations



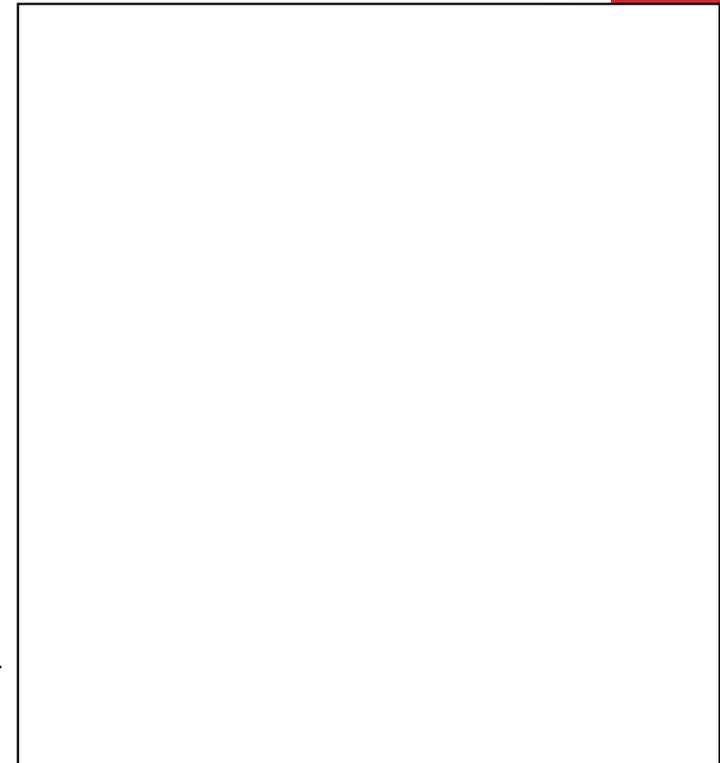
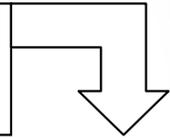
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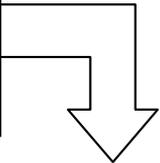
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| <ul style="list-style-type: none"> • Majority of instruction is delivered to whole class; large group, lecture format | <ul style="list-style-type: none"> - A variety of instructional methods are used, although not always sure if the full range of learners are meaningfully & academically engaged. | <ul style="list-style-type: none"> - Equitable & academic curriculum in place that allows for active/meaningful engagement of a widely diverse group of learners |
| <ul style="list-style-type: none"> • Parallel & alternative activities are used extensively; Accommodations & adaptations are not routinely or appropriately made. | <ul style="list-style-type: none"> - Accommodations & adaptations are made, however they are not always appropriate, equitable or individualized to the learners. | <ul style="list-style-type: none"> - accommodations & adaptations are made strategically, including individualized with supports as needed. Learners become more engaged with increased personal accountability & highly achievable outcomes. |
| <ul style="list-style-type: none"> • No process in place for ongoing planning & sharing of information about accommodations needed for individual learners | <ul style="list-style-type: none"> - A process is in place for sporadic planning & sharing of information regarding needed individualized accommodations & adaptations. | <ul style="list-style-type: none"> - Effective/efficient process in place for routinely communicating needed adaptations for individual learners with IEP's, including appropriate academic goals & equitable grading. |
| <ul style="list-style-type: none"> • Assessments inappropriate for measuring learner growth and/or not used to improve instruction. | <ul style="list-style-type: none"> - A variety of assessments are occasionally used to measure learner progress. | <ul style="list-style-type: none"> - Multiple measures are used (e.g., portfolios, performance assessments) to regularly assess & chart learner progress to Improve or change instruction. |

Planning Priorities:

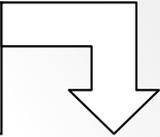


Where are we in terms of.....

**Collaborative
Planning &
Communication**



**Planning
Priorities:**



1

2

3

- Shared ownership by team members is not evident or is limited to a few team members

- Shared ownership by most team members is evident.

- Shared ownership of all learners by all team members is evident.

- Roles and responsibilities of team members are not clarified.

- Teaching arrangements are clarified, but confusion about some responsibilities still exists.

- Roles and responsibilities of all team members are clarified early in the year and reviewed on a routine basis.

- Core team members meet irregularly; most planning is done "on the run"

- Core team members have identified times they meet for regular planning purposes & they follow this schedule.

- Core team members meet regularly to plan and consult with each other; Extended team members meet with Core team when necessary.

- Inadequate communication among team members.

- Effective process is in place for communicating among team members. Meeting time is not as efficient or learner-focused as needed.

- Efficient and effective process for communicating at and between meetings; Meeting time is devoted to learner-centered discussions and curriculum planning.

- Paras & Assistants are mostly "on their own" with little from licensed educational staff.

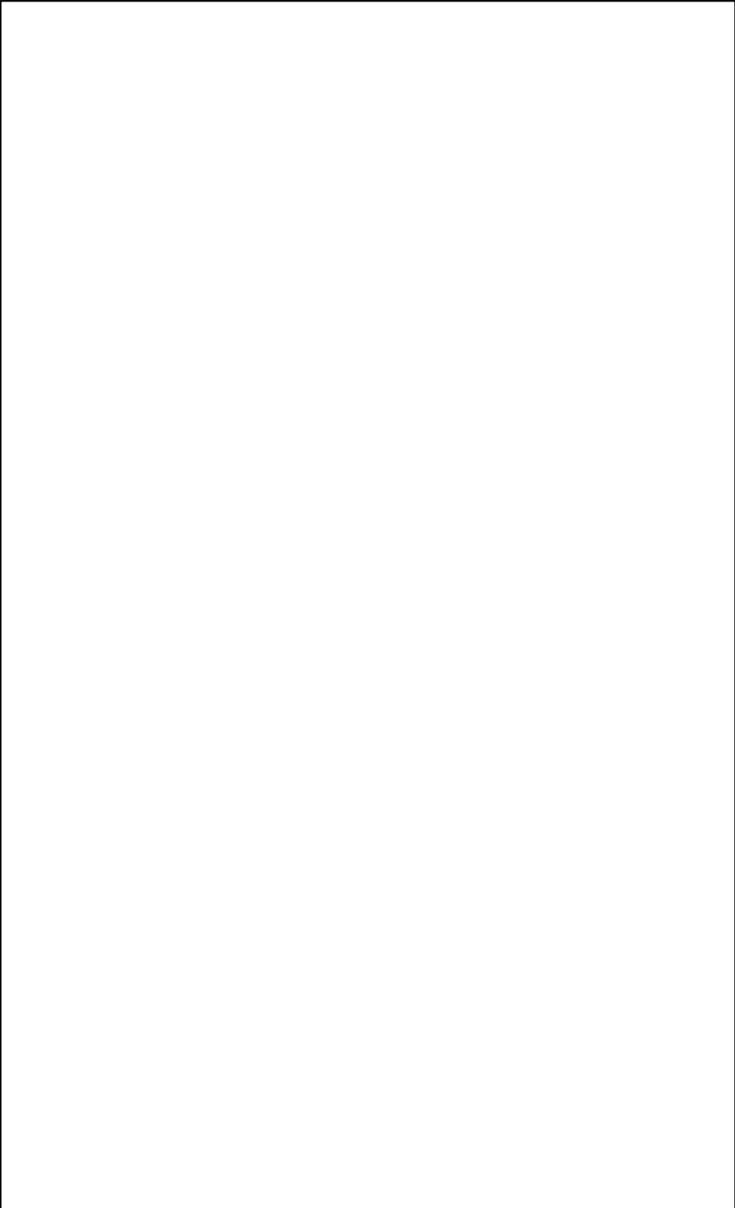
- Para and Assistants receive some educator support &

- Paras and Assistants are well supported & guided by educational staff & function as core team members.

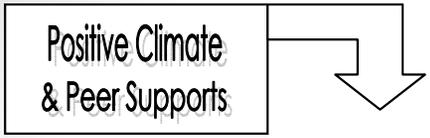
- Minimal family involvement and communication occurs between educators & families.

- Most family involvement & communication relates to key school events.

- Routine family involvement occurs; Families are aware of the curriculum, & encouraged to meaningfully be engaged in multiple ways.



Where are we in terms of.....



1

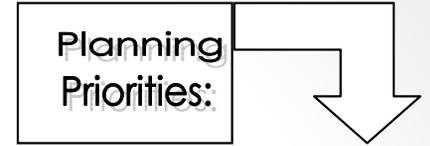
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3

- Limited conscious effort is made to foster a climate of acceptance & engagement for ALL learners.
- Classroom atmosphere is counter-productive to meeting the academic/social needs of learners
- Learners do not get the supports they need from staff/peers.
- No effective behavioral support plan is in place to prevent learners' challenging behaviors from negatively impacting the classroom/school climate.

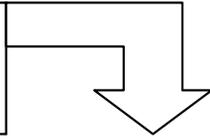
- A climate of acceptance & engagement is valued & fostered for some learners.
- A positive classroom climate is maintained; It is evident that educators/staff are serious about engaging All learners.
- Learners get some of the supports they need from staff and peers, most of the time.
- Behavioral support strategies occasionally are addressed for learners with behavioral support needs

- Specific strategies are used for climate setting & learner engagement beginning on the first days of school, and implemented on an ongoing basis; Diversity is valued.
- The classroom/school climate reflects the attitude that this environment values learning, and where All learners...
...feel that they belong
...have opportunities for success
...can work toward independence
...have opportunities to share their strengths/talents to help others.
- Learners consistently get the supports they need from staff/peers.
- Effective behavioral support plans are in place for learners with behavioral support needs; Plan is reviewed and revised as needed and on a regular basis.



Where are we in terms of.....

Team Building & School-Wide Supports



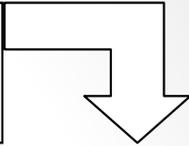
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| <ul style="list-style-type: none"> • No process is in place for evaluating how well our team is working. • No building-level process is in place for regular collaborative planning & on-going consultation • No team planning and problem-solving is in place For addressing challenging behaviors ; Crisis-planning only. • Very limited and/or irregular opportunities for staff development. | <ul style="list-style-type: none"> - A process is in place for evaluating how well our team is working. - Effective building-level process is in place for regular collaborative planning & on-going consultation. - Some building-level planning and problem-solving is in place for addressing challenging behaviors or mental health support needs. - Staff development opportunities are made available to most staff members | <ul style="list-style-type: none"> - Teams regularly process how well they work together and develop strategies for improvement. - Teams regularly utilize the established building-level process for collaborative planning & on-going consultation. - There are regular opportunities for team planning and problem-solving for learners with challenge-ing behaviors or mental health support needs. - Staff development opportunities related to inclusive education are well structured and integrated into the overall school staff development plan. |
|--|---|---|

Planning Priorities:



Summarize Your Top Planning Priorities:

1. _____
2. _____
3. _____
4. _____

Review and Refine

What is it?

The Review and Refine tool is a series of questions that individuals, co-teaching partners or collaborative planning & consultation teams can ask, as they review their current practices and procedures.

When is it best used?

Use the Review & Refine tool when you want to get clearer about factors that may be helping or hindering your practices and procedures. It also provides a means for collecting suggestions and making changes that will help you work more effectively & equitably.

How is it done?

1. Review one or more initiative(s) you have identified. What did you set out to accomplish?
2. What evidence do you have to show that your practices or procedures worked or didn't work?
3. Based on this evidence, what do you recommend you:

Continue, doing (because your evidence shows that it is working well):

Start, or consider doing (because other evidence suggests that it will produce better results):

Stop, or cease doing (because your evidence shows that it is not working):

The **Review & Refine tool** is one approach to strategic and reflective inquiry. Another set of questions that can be used in reflecting on the efficacy of an initiative or process includes:

Here's what we *assumed* would work:

Here's what we *learned*:

Here is what we will try now:

Review & Refine

...a particular initiative (e.g., a co-teaching structure; a peer mentoring program; parents as partners; strategic scheduling; collaborative planning & consultation process; literacy program; equitable assessment system.)

Describe the Initiative:

Continue

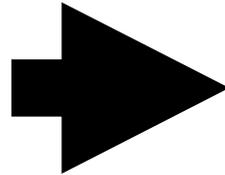
Start

Stop

Share and Compare

...ideas, strategies, and information that you or your team members gathered from various Pre-Conference & Institute forums.
... Consider and discuss the implications of implementing these ideas in your classroom, school or district.

What ideas and strategies have I/we gathered?



What are the implications for using this idea/strategy in my classroom/our school/our district?

Plan a Next Step

What is the Next Step? (Be specific when you describe the next step of your initiative, action or process):

Why is this Next Step Important?

Here's how it looks <u>now</u> ...	Here is how I/we want it to look <u>in the future</u> ...	These are the steps that will get me/us there...	Here is who will initiate & take the lead on each step	Timeline

NETWORK

...with other colleagues in order to share information & ideas, coordinate a collaborative staff development opportunity, etc.

Create a log of "expert" professional/colleagial contacts...

WHO? (name, position, school name)	WHAT expertise or idea was shared?	HOW could I/we use this idea or expertise?

GUIDELINES FOR TEAMS & INDIVIDUALS

- DECIDE WHICH ACTION PLANNING FRAMEWORK(S) BEST MEET(S) YOUR NEEDS AS A DISTRICT TEAM, BUILDING TEAM, CO-TEACHING TEAM OR INDIVIDUAL. BASE YOUR CHOICE ON YOUR PRACTICES FROM THE PREVIOUS ACADEMIC YEAR & YOUR GOALS FOR THE NEXT ACADEMIC YEAR.
- WE SUGGEST THE FOLLOWING:
 - **DISTRICT-WIDE TEAM:**
 - “ANALYZE” FRAMEWORK AND/OR “ASSESS” FRAMEWORK.
 - FOLLOWED BY “PLAN A NEXT STEP.”
 - **SCHOOL-BASED TEAM:**
 - “ASSESS” FRAMEWORK AND/OR “REVIEW AND REFINE” FRAMEWORK.
 - FOLLOWED BY “PLAN A NEXT STEP.”
 - **CO-TEACHERS OR INDIVIDUALS:**
 - “ASSESS” FRAMEWORK AND/OR “REVIEW AND REFINE” FRAMEWORK AND/OR “SHARE AND COMPARE” FRAMEWORK.
 - FOLLOWED BY “PLAN A NEXT STEP.”

GUIDELINES FOR TEAMS & INDIVIDUALS

- **EACH INDIVIDUAL ATTENDING** WITHOUT A TEAM CAN JOIN A FACILITATED ZOOM DISCUSSION GROUP. LET KIM KNOW IF YOU WOULD LIKE TO JOIN A FACILITATED ACTION PLANNING DISCUSSION GROUP FROM 3:00-4:00 ON TUESDAY AND/OR (2:30-4:00) ON WEDNESDAY.
- **EACH TEAM** THAT IS NOT MEETING IN PERSON COULD USE THEIR OWN VIRTUAL PLATFORM FOR YOUR VIRTUAL TEAM MEETING.
- IF YOUR TEAM HAS QUESTIONS OR WOULD LIKE SOME ASSISTANCE, **CALL IRIS AT: 608-264-9557** AND ONE OF US WILL RESPOND TO ASSIST.
- TUESDAY (3:00-4:00) & WEDNESDAY FROM 2:30-4:00 ARE THE SCHEDULED TIMES FOR ACTION PLANNING.
- AT YOUR **WEDNESDAY (2:30-4:00)** TEAM PLANNING MEETING, IN YOUR TEAM, **SUMMARIZE WHERE YOUR TEAM IS AT IN THE PLANNING PROCESS AS WELL AS YOUR NEXT STEPS** FOR FINALIZING AND IMPLEMENTING YOUR PLAN.