Addressing Barriers to Inclusion through Strategic Planning and Action

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Avoid Solutionitis!
Think Deeply about the Problem

“If I had an hour to solve a problem, I’d spend fifty-five minutes thinking about the problem and five minutes thinking about solutions.”

- Albert Einstein
Learning to Improve
How America's Schools Can Get Better at Getting Better

Anthony S. Bryk
Louis M. Gomez
Alicia Grunow
Paul G. LeMahieu
Three Core Improvement Questions

● What is the specific problem I am trying to solve?

● What change(s) might I introduce and why?

● How will I know whether my changes are improvements?
Steps for Root Cause Analysis

1) Define the specific problem

Example: Students with disabilities are pulled out for instruction for the majority of the day.
Steps for Root Cause Analysis

2) Validate the problem with evidence

Why?

➢ Validate that it is a real and not perceived need
➢ Helps you to get specific
➢ You may uncover a related problem of greater need
Steps for Root Cause Analysis

2) Validate the problem with Evidence

Example: Students with disabilities are pulled out for instruction for the majority of the day.

What evidence/data could you collect to validate this problem and understand it more specifically?
<table>
<thead>
<tr>
<th>Sources of Evidence</th>
<th>Key Learnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counts of mins in vs. mins out</td>
<td>6 students with &quot;moderate disabilities.&quot; Students in grades K-3 are included for most of the day. Grades 4-8 (3) are pulled out for math, reading, Spanish, and sometimes science each day</td>
</tr>
<tr>
<td>Classroom observations</td>
<td>Even when &quot;included&quot; students are often working either alone on a different assignment or with an aide. When pulled out, students often exhibit low motivation</td>
</tr>
<tr>
<td>Teacher Interviews</td>
<td>Would like to know more about when teachers feel the students can't participate in the class activities</td>
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</table>

**Considering this evidence, how might you revise your problem statement?**
Problem Statements

Problem Statement #1: Students with moderate disabilities (3) in grades 4-8 are pulled out for more than 40% of the day.

OR

Problem Statement #2: Students with disabilities are working on different assignments or alone with an aide for approximately 75% of the day.
Steps for Root Cause Analysis

3) Repeatedly ask yourself “why” this problem is happening. Consultation with others is important in this step.

Problem Statement #1: Students with moderate disabilities (3) in grades 4-8 are pulled out for more than 40% of the day.

Who would you consult with to learn more about this problem?
Students with moderate disabilities (3) in grades 4-8 are pulled out more than 40% of the day.

- Lack of differentiation in instruction
- No professional development related to accommodations and modifications
- All modifications are done by resource teacher
- Lecture and note-taking
- Resource teachers are used to pull out model
- Paraprofessionals are shared among several grades
- No assistance for science labs

Staffing

Classroom Teacher Instructional Skills
Tips for Facilitating the Fishbone Analysis

1) Invite multiple perspectives
3) No evaluation, critique or comments about suggested causes - document them all
4) Stay user-centered
5) Avoid talking about solutions
6) Use post-its
You Try!

Classroom Teacher Instructional Skills

- Lack of differentiation in instruction
- No professional development related to accommodations and modifications
- All modifications are done by resource teacher
- Lecture and note-taking

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- No assistance for science labs

Staffing
Students with moderate disabilities (3) in gr. 4-8 are pulled out more than 40% of the day.

**Classroom Teacher Instructional Skills**
- Lack of differentiation in instruction
- No professional development related to accommodations and modifications
- Lecture and note-taking
- Heavy emphasis on facts and memorization
- Text dependent
- No written units/essential questions
- Paraprofessionals are shared among several grades

**Behavior**
- Disengagement during lecture
- Periodic disruptions during group work
- Assessments are pulled from texts
- Resource teachers are used to pull out model
- No assistance for science labs
- No collaborative planning time for resources teachers, para, and classroom teachers

**Resources**
- iPads but their use is not maximized
- Science and SS texts are on grade-level

**Curriculum**

**Staffing**

**Scheduling**

No faculty meeting time devote to curric development, UDL
Identifying the Root Causes

1) Which causes are most important to address in order to lead to improvement of your problem?

2) Which causes need to be addressed before others?

3) Which causes may impact other areas?
Students with moderate disabilities (3) in gr. 4-8 are pulled out more than 40% of the day.
Three Core Improvement Questions

● What is the specific problem I am trying to solve?

● What change(s) might I introduce and why?

● How will I know whether my changes are improvements?
What is a Theory of Action?

It is a set of underlying assumptions about how we will move our school from its current state to its desired future.
Theory of Action

• Aligns intended theory with the realities of work within an actual organization.

• Connects strategy to the actions and relationships critical to good instruction and student learning.

• Identify the mutual dependencies that are required to get complex work of instructional improvement done.

• Grounded in research or evidence-based practice.
Theory of Action

• Begins with a statement of a causal relationship between what I/we do and what constitutes a good result in the school
• High leverage for achievement and equity
• Powerful enough to transform programs and practices
A Theory of Action has three requirements:

a) It must begin with a **statement of causal relationship** between what we do as educators and what constitutes a good result in the school. The Theory of Action is stated as an *if-then* proposition.

b) It must be **empirically falsifiable**, that is, it must be able to disqualify all or parts of the theory as a useful guide to action that is based on evidence of what occurs as a consequence of the actions.

c) It must be **open ended**; that is, it must prompt educators to further revise and specify the causal relationships initially identified as educators learn more about the consequences of the actions.
Broad Theory of Action

If our approach towards inclusion is comprehensive, and teachers incorporate Universal Design for Learning, then teachers will meet the needs of all students.
Good Theory of Action

If teachers participate in professional development on Universal Design for Learning, then teachers will differentiate instruction and meet the needs of all students in the classroom.
Better Theory of Action

If teachers participate in professional development on Universal Design for Learning (UDL), incorporate UDL in curriculum development and instructional strategies, then teachers will provide student-centered, differentiated curriculum and instruction in the classroom that meets the needs of all learners.
Best Theory of Action

If teachers participate in ongoing high quality professional development on Universal Design for Learning (UDL) and individualized coaching to improve implementation of UDL, use the UDL guidelines (engagement, representation, and action and expression) in curriculum development, and make the accommodations and modifications for students with disabilities with the assistance of support staff, then teachers will provide high quality student-centered, differentiated curriculum and instruction in the classroom that meets the needs of all learners, and this will result in decreasing the percent of time students are pulled out of class, increasing student participation in their learning, and learning will improve for all.
Best Theory of Action

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Turn and Talk

What do you ... NOTICE?

What do you ... WONDER?
If resources are in the schools and
- school communities have autonomy over resources
- those resources are allocated transparently and equitably
- the district office provides guidance and support to schools and holds them accountable for student achievement
...then school communities will have the best possible decisions to meet their schools’ needs and student achievement will increase.
Theory of Action

**IF educators..........
- Identify the skills that challenged students the most,
- Use research-based student-centered instruction to teach these skills,
- Act and adjust based on results from assessments,
- Build their knowledge, skills, and capacity to do the work of improvement,
- Intentionally collaborate by sharing learning from assessments as they unfold, and
- Are provided guidance and support from the Office of Catholic Schools,

**THEN........this learning will build collective skill which will improve teaching, and student achievement will increase.
Questions to consider when creating a Theory of Action

● What is the specific problem I am trying to solve?
● What change(s) might I introduce and why?
● How will I know whether my changes are improvements?
Theory of Action

<table>
<thead>
<tr>
<th>Proposed Strategy: If we do this, (Describe in detail)</th>
<th>Then “X” will happen (Explain in research-base or theory-base why this will work)</th>
<th>And we will see this result in….</th>
</tr>
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</table>
Team Word - Agenda #2
10:15 a.m. - 11:00 a.m.

Objective: Identify a problem of practice

Rolling Agenda #2
Problem Statement and Fishbone Template - Tab 1

What is the specific problem I am trying to solve?
Team Word - Agenda #3
2:15 p.m. - 3:15 p.m.

Objective: Perform a root cause analysis of the focus area

Rolling Agenda #3
Problem Statement and Fishbone Template - Tab 2

What is the specific problem I am trying to solve?
Causal analysis informs your understanding of the problem so you can better align the strategy