Sacramento City
Unified School District

Academic Office

Inclusive Practices

Board Meeting
October 20, 2011

Tonight's Focus

Inclusive Practices

Vision

Inclusive Practices

To educate our students, to the greatest extent possible, in age-appropriate general education classroom settings in their neighborhood schools, in order to prepare them for college or career.

Topics to be Discussed

I. **Current Reality**

II. **Framework for Action**
- ❑ Consensus Building
- ❑ Implementation
- ❑ Infrastructure of Support

III. **Program Effectiveness**

IV. **Lessons Learned**

Current Reality

Service Delivery Model Prior to Inclusive Practices

- Resource Specialist Programs (all sites)
- Special Day Classes (163)
- Nonpublic Schools (26)
- State Operated Schools for Students who are Deaf or Blind

Current Reality

National trends in special education services for students with disabilities reflect a strong movement toward **Inclusive Practices** with a full continuum of support available to students.

Current Reality

CST/CMA-Students with Disabilities	ELA Proficiency
2008-2009	21%
2009-2010	23%
2010-2011	25%

Current Reality

CST/CMA – Students with Disabilities	Mathematics Proficiency
2008-2009	26%
2009-2010	27%
2010-2011	30%

Consensus Building

- Collaboration with Site Leadership
- Planning/Collaboration between Academic and Accountability Offices
- Parent Meetings

Implementation

Co-Teaching
Service Delivery Model

Licensed professionals share responsibility for the instructional delivery in the classroom for all students.

-Marilyn Friend Ph.D.

Implementation

Co-Teaching
Common Vision

- Two Credentialed Teachers
- Expertise of Both Teachers Utilized
- Heterogeneous Grouping
- Educationally-Integrated Setting

Implementation

Co-Teaching Benefits

Students…

- Enhanced Academic Performance
- Increased Responsiveness
- Expertise and Viewpoint of Two Teachers
- Positive Peer Models
- Stronger Peer Relationships

Implementation

Co-Teaching Methodology – Benefits

Teachers…

- Increased Opportunities for Collaboration
- Increased Professional Satisfaction
- Opportunities for Professional Growth

Implementation

2010-2011 & 2011-2012

Six Early Implementer Sites

- Oak Ridge Elementary
- Jedediah Smith Elementary
- Sutterville Elementary
- Caleb Greenwood K-8
- California Middle
- C.K. McClatchy High

Implementation

2010-2011

- Collaborative Practices at Each Site
- Increase Time Spent in General Education Classrooms
- Students with Mild-Moderate Disabilities Placed in General Education Classes: Two Elementary Sites and Two Secondary Sites
- Total of 16 Sections of Co-Teaching Classes

Implementation

2011-2012

- Early Implementer Sites Become Models of Practice
- Students with **Mild-Moderate** Disabilities Placed in General Education Classes at the Four Elementary Sites
- Students with **Moderate-Severe** disabilities Placed in General Education Classes with Support

Implementation

2011-2012 Continued-

- General Education Teachers and Special Education Teacher are Equal Partners in the Classroom
- Total of 28 Sections of Co-Teaching Classes

Implementation

Implementation Plan
- Next Three Years

- 2012-2013 – Add Six More Schools (12)
- 2013-2014 – Add Six More Schools (18)
- 2014-2015 – Add Six More Schools (24)

Infrastructure of Support

Professional Development

- Summer Institute
- Quarterly Workshops

Coaching Support

- On-Site Instructional Coaches
- Technical Assistance
- Site-Level Leadership Team Meetings

Program Effectiveness

Effectiveness Measures

- Principal, Teacher, Student, & Parent Feedback
- Classroom Observations
- Data Inquiry – Student Work
- Proficiency & Growth Measures

Program Effectiveness

Stakeholder Reflections

- Parents
- Teachers
- Principals

Program Effectiveness

Proficiency Measures

ELA Performance

- 8-14% Reported Gains

Math Performance

- 10-26% Reported Gains

Lessons Learned

- Inclusive Practice is an Evolutionary Process
- Leadership at the School Level is Critical
- Continued Professional Development is Essential
- Implementation Needs to be Monitored
- Teacher Selection for Co-Teaching Classes is Critical
- Student Scheduling for Co-Teaching Classes is Important

Questions