



Idaho Council on Developmental Disabilities Inclusive Education Task Force Meeting Summary Notes

November 6, 2013
Boise, ID

Participants

- Angela Lindig, Parent/Idaho Parents Unlimited
- Denise Wetzel, Parent/Idaho Council on Developmental Disabilities
- Janice Carson, Assistive Technology/UDL - UI CDHD
- Jodi Shilling, Parent/Teacher, Fruitland School District
- Michelle Doty, Higher Ed Teacher Prep/Lewis Clark State College
- Shannon Morris, School Administrator/Principal Cul-de-sac School District

Other

- Tracy Warren, ICDD Staff
- Marsha Bracke, Facilitator

Welcome

The meeting started with an introduction of members and a review of the ICDD Vision Statement. The Task Force noted it is an implementation committee of the Council, and its task is to work collaboratively to achieve the objectives outlined within the ICDD Strategic Plan as related to inclusive education.

Status Reports

Strategic Action 1.A. - PSA Campaign

Michelle Doty, LCSC, has access to the information Lisa Beyer, BSU is using to implement the PSA service learning project at BSU. Michelle may be able to implement that at LCSC.

Strategic Action 2.A. - Video Contest

Denise Wetzel distributed the video contest information to the Council and the Task Force, and seeks a broader distribution of all materials. Janice Carson offered to distribute the information through a UI CDHD distribution list, and Janice and Shannon Morris offered names of individuals at the State Department of Education who may be able to assist the distribution effort as well. Denise will follow-up accordingly.

Strategic Action 2.B. - Training Efforts

Janice Carson is working designing and teaching a graduate level inclusion course on assistive technology and universal design for learning. All of the students, who enter the U of I Sped grad program and are not certified teachers, are required to take the course. Janice is also

developing online PD training for Idaho's special ed in-service teachers on UDL/AT in the Common Core. It can be taken for PD credit through U of I or simply completed at no charge.

Michelle Doty, LCSC, has implemented a collaborative postsecondary transition (18-21) program called the SPARC Program on the LCSC campus. The program is also used as a practicum to the SE 322 Inclusion Strategies class.

Strategic Action 3.A. - Inclusion website

The Task Force reviewed the webpage available on the ICDD website and discussed potential uses of an individual webpage. Ultimately, the Task Force determined maintaining the webpage under the ICDD website is most practical and efficient. Angela will work with Shane respective to links that may be useful additions to the webpage. Updates to the webpage will be made subsequent to the next meeting of the full Council and the conclusions regarding Task Force Direction.

Strategic Action 3.B. - School Administrator Participation

Complete with the addition of Cul-de-sac Schools Principal Shannon Morris to the group.

Strategic Action 3.C. - Implement Co-Teaching Initiative

There may be some individual interest in this initiative, but no one on the Task Force is championing it, having lost Kelly Hall and Lisa Beymer from the group.

Strategic Action 3.D. - Best Practices Research

Complete.

Strategic Action 3.E. - Media Network

ICDD maintains a list of TV stations and their contact information. The other items if pursued require additional discussion.

Strategic Action 4.A. - Project Management

Marsha will schedule subsequent conference calls and meetings of the group. It is anticipated the group will generate a new action plan based on goals and objectives as refocused by the Council.

ICDD Inclusion Goal and Objective

Tracy Warren, ICDD, presented the rationale behind the refocusing of the ICDD Inclusion Goal and Objective, noting the state needs to demonstrate measurable progress toward systems change. Subsequent to some question, answer and discussion among Task Force members, the Task Force confirmed their acceptance of the goal as written, noting the need to continue to act on programmatic initiatives to support work toward the objective. Specifically, the Task Force seeks to enhance pre-service and in-service inclusive knowledge, experience, skills and capacities so that at the time a blended certificate is officially proposed, the infrastructure already exists to support it. To that end, the Task Force added the following 2014 activities to the Council's proposed list:

- Develop Professional Development for in-service (teachers, staff, administration) for improved inclusive practices
- Include inEd best practices in general education curriculum
- Explore higher education curriculum impact changes across institutions
- Support and address parent awareness

Measurements

The Task Force discussed potential measurements of its initiatives by responding to what they want to see as the desired outcome of their efforts. The Task Force noted the production of a comprehensive plan is a singularly significant measurement to indicate progress in system change within the state and for the Council's federal reporting purposes. The following list of other outcomes proposed the Task Force discussed for future consideration:

- In-service outcomes
 - Acquired knowledge of inclusive practices through a knowledge acquisition assessment
 - Increase in co-teaching practices through the use of a rubric for inclusive practices
 - Positive attitudinal change toward inclusive practices via an attitudinal survey
- Pre-service outcomes
 - Increased academic performance
 - Increased quality of inclusive education
 - Attitude change/improvement
- Parents
 - Increased knowledge and skill of inclusion

Outcomes in some cases may be measured by number of people, schools, coursework and degree of attitudinal change.

Strategic Planning Inputs

The Task Force provided the following responses to the following three questions to inform direction and thinking about implementing the Council's objective. This input is intended to give some initial thought to the scope of the work the Task Force faces in the near term to continue to enrich the existing educational environment and ultimately pursue the blended certificate.

What do we need to DO to achieve our objective?

- Talk to someone on Early Childhood Blended Certificate committee that passed similar accreditation
- Research blended certificates in other states
- Identify stakeholders and bring to the table
- Develop pre-service
- Develop Professional Development Data - informs blended certificate initiative
- Show a need
- Develop a Plan

What are the barriers that inhibit/stop us from achieving our objective?

- Lack of tools
- Timing
- Literature Review
- One more thing
- Higher education collaboration
- Time
- Continuity
- People on Task Force
- Money
- Bureaucracy (SDE)
- Lack of understanding and knowledge
- Attitudes

Who needs to be involved (be as specific as possible) in helping to achieve our objective?

- School Administrators
- Idaho Education Association
- Someone from Early Education Committee (that did this)
- Legislators - education committee
- State Department of Education
- Idaho Association of School Administrators
- Lawyer (Disability Rights Idaho)
- TVEP - Treasure Valley Education Partnership (Goal 2 - people)
- Dr. Fodor
- Idaho Parents Unlimited - Parent Education
- University Education Departments
- All of them

Membership

Recognizing the process of developing a comprehensive plan to produce a blended certificate in Idaho will involve many if not all of these stakeholders and more, the Task Force identified those who, in the near term, it felt it could and should secure as members to inform the next steps. Specifically, the Task Force determined:

- Marsha Bracke will follow-up with SDE to learn when the department will identify its replacement member
- Janice Carson and Michelle Doty will identify potential members from institutes of higher education

Pending the outcome of the Council's review of this objective and the broad strategic elements generated at this meeting, the Task Force may ask the Council to write a letter to the Idaho Education Association and the Idaho Association of School Administrators to identify someone to represent the organization for this discussion.

Other stakeholders may be invited, and some consulted with, as the process proceeds.

Action Items

1. Janice Carson will see the video contest information is distributed through the UI CDHD distribution list.
2. Denise Wetzel will follow-up with SDE regarding distributing the video contest information through SDE channels.
3. Marsha Bracke will review the project CD to find a potential rubric or reference to a rubric to measure inclusive practices.
4. Janice Carson and Michelle Doty will identify potential Task Force members from other institutes of higher education.
5. Angela Lindig will provide a list of website resources to which to link to the Task Force Webpage.
6. Pending the results of the Council meeting discussion of the Task Force recommendation, Marsha will work to collect all proposed changes to the Task Force webpage and provide those to Shane for updating.
7. Marsha will prepare the meeting summary and Task Force recommendation and send to the Task Force to review.
8. Participants in this meeting will review and respond to those materials in time for Marsha to process the inputs and provide to ICDD staff prior to a late November conference call.
9. Marsha will schedule the next series of conference call and the next face-to-face meeting.

inEd Task Force Meeting
November 6, 2013
Flip Chart Transcript

MEETING ASSUMPTIONS

- Everyone has wisdom
- Everyone's wisdom is needed for the wisest result
- The whole is greater than the sum of its parts
- Everyone will have the opportunity to hear and be heard

AGENDA

- ✓ What have we done?
- ✓ Where are we going?
- ✓ How are we going to get there (do/barriers/who?)
- ✓ What do we want our website to look like/do?
- ✓ What are our next steps?

GOAL DISCUSSION

- Now - build system/influence pre-service and in-service
- Future ... Change policy/establish blended certificate
- Measureable outcomes:
 - Students show significant growth
 - Inclusion - qualitative variables
 - Change in student level/impact

RESPONSE TO COUNCIL

- Like objective as written
- Want to continue to work systems change as reflected in 2014 activities
 - Develop Professional Development for in-service (teachers, staff, administration) for improved inclusive practices
 - Include inEd best practices in general education curriculum
 - Explore higher education curriculum impact changes across institutions
 - Support/address parent awareness

WHAT SHOULD OUTCOMES BE?

Group 1:

- Staff (in-service/pre-service/parents)
 1. Acquired knowledge of inclusive practices
 - Knowledge acquisition assessment
 2. Positive attitudinal change toward inclusive practices
 - Attitudinal survey

Group 2:

- Students
 - Increased quality of inclusive education
 - Increased academic performance
 - Attitude change/improvement

- Teachers/School Staff
 - Increased amount of co teaching
 - Attitude change/improvement
 - Increase in inclusive practice (knowledge and skills)

- Parents
 - Increased knowledge and skill of inclusion

Measurement tool:

- Rubric for inclusive practices

1	2	3	4
<20% No attempt to include all students	>20% Students in gen. ed. classroom with little or no quality inclusive instruction	70%	100% Natural inclusive environment where staff seamlessly includes all students and delivers quality instruction

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WHO NEEDS TO BE INVOLVED (BE ASSPEICIF AS POSSIBLE) IN HELPING TO ACHIEVE OUR OBJECTIVE?

- School Administrators
- TVEP - Treasure Valley Education Partnership (Goal 2 - people)
- Idaho Education Association
- All of them
Someone from Early Education Committee (that did this)
- Legislators - education committee
- State Department of Education
- Idaho Association of School Administrators
- Lawyer (Disability Rights Idaho)
- Dr. Fodor
- Idaho Parents Unlimited - Parent Education
- University Education Departments

NEW MEMBERS

- State Department of Education
- DRI Lawyer - consult as needed
- Idaho Education Association - send a letter
- Teacher - Special Education, Education Technology
- University Representatives - all, BSU, ISU, NIC, NNU, CWI, CSI, C of I, BYU-I
- State Board of Education Statewide Education Reform - send a letter

WEBSITE

- Drop box for resources/higher education
- Links only
- People go where they need to go
- Keep as is
- Work with IPUL on links

FOR NEXT AGENDA

- Information about Early education blended certificate process - Julie Fodor or Janice Fletcher

ACTION ITEMS

1. Denise - send video information to Janice (done)
2. Janice - distribute video information to distribution list (sent to Sue to distribute)

3. Denise - follow-up with SDE regarding distributing video information
4. Marsha - review project CD to find potential rubric/reference
5. Janice/Michelle identify higher education folks to participate
6. Angela - provide list of website resources
7. Marsha - send Task Force recommendation to group to review
8. Group - review and respond to meeting notes and ICDD recommendation
9. Marsha - schedule calls/next meeting