Background

The Optimized Inclusive Practices (OIP) Framework grew out of the work of PaTTAN’s Inclusive Practices initiative and the Membership, Participation and Learning Project. Over the past three years PaTTAN has worked with several national experts to develop a framework that describes what Optimized Inclusive Practices looks like across four levels (District Leaders, School Leaders, Classroom Educators and Students) and eight Big Ideas.

The Optimized Inclusive Practices Framework

The Optimized Inclusive Practices Framework is designed to ensure that school personnel implement the Big Ideas, Concepts and Competencies needed to leverage data, systems and practices to effectively educate students with disabilities, with a special focus on students with low incidence and significant cognitive disabilities, in inclusive educational settings. The Big Ideas, Concepts and Competencies within this Framework are written to highlight the features of an educational system that presumes competence and effectively includes all students, including those with low incidence and significant cognitive disabilities. However, the Framework also has applicability for considering optimized practice for all learners.

How is the OIP Framework Organized?

**Big Ideas** are declarative statements that describe concepts essential to the inclusion of students with disabilities, including those with low incidence and significant cognitive disabilities

**Concepts** describe what leaders, educators and students should know in effective inclusive schools

**Competencies** describe what leaders, educators and students should be able to do in effective inclusive schools
What Does the OIP Framework Look Like?

This screenshot illustrates the structure and organization of the OIP Framework. This example comes from page 11 of the OIP Framework section for Big Idea B: Welcoming School Climate. There are multiple Concepts for each Big Idea and multiple Competencies for each Concept.

How can the OIP Framework be used?

- To enable school personnel to frame a common vision based upon best practices and research in the area of inclusive practices
- To support district or school level self-assessment of status relative to Optimized Inclusive Practices
- To identify access points for system level change based on prioritized needs
- To monitor outcomes of efforts to move toward Optimized Inclusive Practices at the district, school, classroom and ultimately the student levels

Where can I find the OIP Framework?

The Framework is available on the PaTTAN website

(Educational Initiatives > Inclusive Practices > Optimized Inclusive Practices)

http://tinyurl.com/o7h86qm

The Optimized Inclusive Practices Professional Development Series

PaTTAN will be offering a series of nine (9) professional development modules designed to provide an overview of the Big Ideas, Concepts and Competencies described in the OIP Framework. The modules are designed to support district and school leaders, classroom educators, related service providers and others in the implementation of Optimized Inclusive Practices for students with low incidence and significant cognitive disabilities in Pennsylvania.

OIP PD Modules (available 2014-15)

Module 1: Overview of the OIP Framework

Modules 2-4: Building the System

- Module 2: Leadership (Big Idea A)
- Module 3: Welcoming Climate (Big Idea B) and Family/Community Involvement (Big Idea E)
- Module 4: Collaboration (Big Idea D)
OIP PD Modules (available 2015-16)

Module 9: OIP Assessment Facilitator Overview (Mandatory for OIP Facilitators – provides access to the OIP Assessment Tools, Forms and Resources)

Modules 5-8: Student Learning

- Module 5: Instructional Planning (Big Idea F)
- Module 6: Instruction and Engagement Part 1 (Big Idea G)
- Module 7: Instruction and Engagement Part 2 (Big Idea G)
- Module 8: Placement Decisions and Supplementary aids and Services (Big Ideas C and H)

How can I register for an OIP PD Module?

Registration information for the OIP PD Modules is available on the PaTTAN Website (Educational Initiatives > Inclusive Practices > Optimized Inclusive Practices Professional Development Series)

- http://tinyurl.com/q7v4tjq

The OIP Assessment Tools

The OIP Assessment Tools are designed to support a team of district and school leaders, educators, family members, and possibly students to examine inclusive practices in their school/district related to the eight Big Ideas within the OIP Framework. In order to successfully participate in the OIP Team Assessment Process, you must first understand the tools used within this process.

Purpose and Use of the Assessment Tools

This set of tools is designed to support Optimized Inclusive Practices in Pennsylvania. There are two sets of tools to examine the strengths and areas of need based on the OIP Framework.

These tools should be used to support systemic improvements in Optimized Inclusive Practices as a whole and are not intended as an evaluation of any individual teacher or student. The tools are designed to be a part of a recursive structure of ongoing evaluation and feedback to design action plans that inform necessary changes in policy and practice toward a unified set of inclusive practices across the system.

How the tools work together

There are two types of tools: a Big Idea Assessment Tool and a set of Concept Level Assessment Tools. The Big Idea Assessment Tool includes all of the Big Ideas from the OIP Framework. Concept Level Assessment Tools target one Big Idea to study more in depth after the team has determined areas of need from the Big Idea Assessment Tool. Throughout both sets of tools there are prompts to review “evidence.” Teams need to think broadly about what data and systems make sense for their district and school. Sustainable inclusive practices occur across a system, so evidence should not be limited to “special education” data, processes, and policies.
The OIP Big Idea Assessment Tool

The OIP Big Idea Assessment Tool is:

- A screening tool
- A means of reflecting upon current practices
- An instrument focusing on system-wide practices
- A way to highlight areas of need

The Big Idea Assessment Tool aligns with all of the Big Ideas in the OIP Framework.

The focus for the Big Idea Assessment Tool should be on system-wide practices rather than what is happening in any one school or classroom. The emphasis with this tool should be breadth rather than depth of information.

Each section has guiding questions for discussion and space to include notes and evidence cited. The Big Idea Tool is designed to be used in conjunction with a review of the OIP Framework Competencies. Teams rate themselves on a scale of 1-4. The purpose of the ratings is to help the team target areas for further in-depth analysis using the Concept Level Assessment Tools.

The OIP Concept Level Assessment Tools

Concept Level Tools Are:

- Targeted for in-depth reflection
- Used to analyze individual Concepts at specific levels
- Based upon Competency Indicators
- Used to help shape action planning

Concept Level Assessment Tools target one Big Idea at each level to study more in depth after the team has determined areas of need and priority from the Big Idea Tool. There is a set of four Concept Level Tools for each Big Idea that include a separate Concept Level Tool for each level (district, school, classroom, and student).

The Concept Level Assessment Tools include a description of the Concept and Competency Indicators that could provide evidence of status. Teams rate themselves by checking each box where there is consistent evidence of the presence of these Competency Indicators at the specific level being assessed. Teams then use the ratings and discussion to develop a Team Action Plan.
The OIP Assessment Process

The OIP Assessment Process consists of five steps.

Step 1: Orientation to the OIP Framework and OIP Assessment Tools

Step 2: Use the Big Idea Assessment Tool
- Teams will use the Big Idea Assessment Tool as a screening tool to critically evaluate current programming as it relates to the eight OIP Big Ideas and to identify Big Ideas that require more in-depth analysis to support Optimized Inclusive Practices.
- Identify and prioritize Concepts and levels within Big Ideas to examine in-depth using the Concept Level Assessment Tools.

Step 3: Use the Concept Level Assessment Tools
- Teams will use the Concept Level Assessment Tools to critically evaluate the Concepts and levels identified.

Step 4: Action Planning
- The OIP Facilitator will choose one of a variety of available strategies (including technology strategies) to facilitate team brainstorming of potential actions and activities to include in Team Action Plans.
- Team members will use the OIP Action Plan Form to identify specific tasks teams will complete to develop and implement action steps that will move the program closer to Optimized Inclusive Practices.

Step 5: Review and Revise the Team Action Plan
- The facilitator will meet with the team periodically to review progress on the OIP Team Action Plan.
  - If adequate progress is being made – return to step 2 or 3 to target additional priorities.
  - If adequate progress is not being made – revise the Action Plan as needed.

Action Planning

Teams will use data from the Concept Level Assessment Tools to identify priorities for action planning. The facilitator will lead the team in brainstorming ideas, activities, strategies and goals to meet the needs and priorities identified by the team. The team will select actions that they feel are appropriate, realistic and will move the system closer to Optimized Inclusive Practices.

Teams will use the OIP Team Action Plan Form to document areas of focus, activities, action steps, timelines and strategies to meet the team’s identified needs and goals. There should be ONE compiled Team Action Plan for the entire team to review at each follow-up team meeting.
Who can facilitate an OIP Assessment Team?

The OIP Assessment Tools are designed to be facilitated by an educational leader who is familiar with the OIP Framework and who is able to lead a team in discussing and reviewing evidence, determining priorities and developing and implementing action plans.

Facilitators are required to complete OIP PD Module 1: Overview of the OIP Framework and OIP PD Module 9: OIP Assessment Facilitator Overview. It is strongly recommended that facilitators participate in all of the OIP PD Modules available through the PaTTAN website to ensure a thorough knowledge of the OIP Big Ideas, Concepts and Competencies.

There is a Facilitation Guide available for OIP Assessment Facilitators. The guide includes a detailed explanation of the OIP Assessment Process, the facilitator role, use and rating of the OIP Assessment Tools and resources for facilitation.

Who needs to be on an OIP Assessment Team?

At a minimum there should be a facilitator, a note-taker and a time-keeper at each meeting. Teams should include members with perspectives at each of the OIP levels (district, school, classroom educator and family/student.) To be optimally effective, OIP Teams should include at least the following:

- A facilitator (an IU TaC, District or school Administrator who will be able to support teams to review evidence and to develop and implement action plans)
- A school district general education administrator
- A school district special education administrator
- A general educator
- A special educator
- A parent of a student with low incidence and significant cognitive disabilities

Teams should also consider including students, paraprofessionals, related service providers, guidance counselors, instructional coaches and others who are directly involved with inclusive practices in the program.

Where can I find more information about the OIP Framework/Assessment Process?

For further information about the OIP Framework, PD Modules or Assessment Tools, please contact one of the following PaTTAN Educational Consultants or visit the PaTTAN Optimized Inclusive Practices Webpage.

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There is a specific website for Optimized Inclusive Practices in Pennsylvania. On this webpage you will find links to additional modules and other information and resources related to the Optimized Inclusive Practices Framework. Please click on the picture or go to the PaTTAN website link below:

PaTTAN Optimized Inclusive Practices Webpage