HOW ARE WE DOING?
USING PROGRAM EVALUATION TO INFORM PROGRAM QUALITY
Session Outcomes

• Attendees will review performance checklists relevant to inclusive programs/schools.
• Attendees will be introduced to a process of self-evaluation including examples for the review and documentation of existing practices and collaborative steps in the gathering of evidence, and building towards identification of areas of improvement.
• Attendees will have the opportunity to discuss relevant steps towards their own program evaluation.
Who are you and where do you stand?
CHIME
Institute
California
State
University,
Northridge
(CSUN)
Commitment to Inclusive Practices

The rationale for inclusion is based on the belief that important academic, social, and ethical skills and attitudes are developed when students with various abilities, needs, and backgrounds learn together. A well-established body of research that is supported by federal and state law indicates that inclusion of children with disabilities benefits both students with and without disabilities alike.

CHIME Institute educational programs are demonstration and research sites — over 1,000 undergraduate and graduate CSUN students have participated in CHIME programs through student teaching, observation, data collection, and research projects.
CHIME Preschool

- Established in 1990
- Certified as a nonpublic agency through the California State Department of Education
- Contract with local school district
- Multidisciplinary approach
- Collaboration with general education program at CSUN
The CHIME Institute’s Schwarzenegger Community School (est. 2001) is an independent public charter school approved by Los Angeles Unified School District (LAUSD). There is no tuition and entrance is determined by lottery. The kindergarten through 8th grade school currently serves 700+ students who reflect the demographics of the surrounding region. Children who develop typically, children with special needs and children who are gifted learn side-by-side in the same classroom.
One of the goals of the CHIME Institute Board this year is to have each program conduct a self-evaluation related to implementation of inclusive practices. The goal is to recognize and document what we are already doing well and to identify areas where we could develop further. (2017)
Relevant Literature

• “DEC Recommended Practices provide guidance to practitioners and families about ways to improve learning outcomes and promote development of children (0-5) who have or are at-risk for developmental delays or disabilities.” (Smith, B.J., McLean, M.E., Sandall, S., Snyder, P. and Ramsey, A. 2005)

• “… open communication between all stakeholders is central to building the common vision and trusting school climate.” (Kozleski, Yu, Satter, Francis, & Haines, 2015)

• There is no blueprint for inclusive schools, but rather a set of principles (Ainscow, 2000; Kozleski, Yu, Satter, Francis, & Haines, 2015)

• Teachers in inclusive schools need to construct the meaning of inclusion for themselves as part of the school transformation process (Clark et al, 1999)

• Emphasis in schoolwide change work is to expand the personal capacity of members; to engage them in reflective practice; to develop a shared vision amongst them of future developments; to facilitate team learning; and to engage them in systems thinking (Senge, 1994)
Key Components of Evaluation

- Evaluation of
  - Expertise
  - Structures
  - Practices
    - (Kinsella & Senior, 2008)
- Stakeholder engagement in the process
- Stakeholders help to determine “next steps”
- Ongoing systems for evaluation (not “one shot”)
Preschool Team

CSUN ECSE Faculty

CHIME Special Education and Lab School General Education Teachers
Charter School Team

General and Special Educators from each grade band (TK-2, 3-5, 6-8)
Director of Curriculum and Instruction
Elementary Principal
Executive Director
3 parents of different aged students (with and without disabilities)
**Tools Preschool**

**Research Questions**

How do ECSE/ECE teachers perceive their implementation of DEC recommended practices in Environments, Families, Instruction, and Interaction?

How are DEC recommended practices incorporated in an inclusive preschool program as rated by Reaching Potentials through Recommended Practices Observation Scale – Classrooms (RP² OS-C)?

Teachers’ self assessment was conducted using the Performance Checklists in Environment, Families, Instruction, and Interaction developed by ECTA Center (2016). There are 66 items, and teachers rated the extent to which they have implemented DEC recommended practices in their classrooms (each on a 4-point scale; 1= Seldom or Never, and 4= Most of the time).

http://ectacenter.org/decrp/type-checklists.asp

Observation and interview were rated based on Reaching Potentials through Recommended Practices Observation Scale – Classrooms (RP² OS-C) developed by ECTA Center (2015). There are 22 items, and each is on a 5-point scale, 1= No indicators seen or reported, and 5 =All indictors seen or reported.

http://ectacenter.org/~pdfs/implement_ebp/RP2_OS-C.pdf
### SWIFT-Fidelity Integration Assessment (adapted)


### School-Wide Inclusive Best Practices Indicators (UNH, adapted)


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#### INCLUSIVE BEST PRACTICE INDICATORS

<table>
<thead>
<tr>
<th>1.</th>
<th>High Expectations and Least Dangerous Assumptions</th>
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<tbody>
<tr>
<td>1.</td>
<td>The inherent value and dignity of students with significant disabilities is respected. All students with significant disabilities pursue the same learner outcomes as students without disabilities. When students do not currently demonstrate content knowledge or skills, the least dangerous assumption principle applies, and all aspects of their educational programs continue to reflect high expectations.</td>
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<th>Progress</th>
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<tr>
<td>NE</td>
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#### 3.1 Our school has schoolwide systems to promote academic success for all students, and responds with additional support for students who do not demonstrate success.

**Main Idea:** An appropriate and effective Multi-tiered System of Supports (MTSS) for Reading and Math is essential to prevent academic failure and provide opportunities for all students to receive an equitable education.

<table>
<thead>
<tr>
<th>0 = Laying the Foundation</th>
<th>1 = Installing</th>
<th>2 = Implementing</th>
<th>3 = Sustaining School-wide Implementation</th>
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<tbody>
<tr>
<td>Our school is exploring the components of a multi-tiered instructional system for reading and math and what it might look like in our school.</td>
<td>Our school is building a multi-tiered instructional system for all students in reading and math. We are supporting teachers to understand and utilize multi-tiered instructional systems.</td>
<td>Our school has a multi-tiered instructional system available to all students to provide increasing levels of support and academic intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services.</td>
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</tr>
<tr>
<td>We have a core curricula for reading or math. We are unsure if our core curricula are research-based.</td>
<td>Our school is investigating research-based curricula for reading and math. We are supporting teachers to implement curricula and measure fidelity of the curricula.</td>
<td>Core curricula for reading and math exist and are research-based. Procedures are in place to measure</td>
<td>Core curricula for reading and math exist and are research-based. Procedures are in place to measure</td>
</tr>
<tr>
<td>Advanced interventions for reading</td>
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</tbody>
</table>
To advocate for stronger connections between incorporation of DEC recommended practices and early childhood inclusive program quality.

To examine the extent to which the DEC recommended practices are addressed in an inclusive preschool program across 4 topic areas, i.e., Environments, Families, Instruction and Interaction.

- Discussion at Early Education Committee (CSUN Faculty, Staff and Parents) of tools and process.
- Teachers’ self assessment was conducted during their weekly staff meeting.
- Researcher 1 and 2 observed each preschool class simultaneously for 2 hours during active instructional periods.
- Researcher 1 conducted the interviews with four lead teachers and two special education teacher using the questions provided by RP² OS-C; researcher 2 listened to the recording of the interviews.
- Data Analysis: Ratings for each topic area were summarized using descriptive statistics.
Process Charter School

Evaluation across five areas (one team focused on each area):

1) Administrative Leadership
2) Multi-Tiered Systems of Support
3) Integrated Education Framework
4) Family and Community Partnerships
5) Supporting students with significant support needs

Meeting 1:
• Discussion of tools and Internal validation for rating system
• HW: Review tools

Meeting 2:
• Discussion of process, logistics (e.g. Google docs and folders), and artifacts
• HW: Begin examination for assigned section

Meeting 3:
• Share out on process and artifacts. Questions for admins and grade level reps.
• Problem-solving process

Meeting 4:
• Some groups completed and shared out. Questions for admins and grade level reps.
• Identified next steps for groups not yet completed

Facilitator:
• Reviewed completed work and adjusted workload between sessions. coordinated the process, adapted tools.
Where we stand
Preschool

• Areas of Strengths:
  – All students included in general classrooms with a range of supports
  – Co-teaching and collaboration
  – Naturalistic approaches and peer-mediated strategies.
  – Teachers are confident in incorporating DEC Recommended Practices in Instruction and Interaction.

• Areas to Develop:
  - Teachers need more information on how to use systematic instructional strategies with fidelity.
  - Teachers need more support in helping families identify and use daily routines/activities to engage children.
Where we stand
Charter School

• Clear schoolwide strengths related to *expertise*
  – All students included in general education with a range of supports and services
  – Non-categorical service delivery
  – Co-teaching and collaboration
  – Para training and feedback

• Areas to develop
  – Use of consistent systems for data-based decision making (MTSS)
  – Schoolwide structures to monitor effectiveness of strategies
  – Culturally responsive practices

• Consistency within grade levels, but not always across grade levels.
Next steps
Preschool

Provide targeted Professional Development
Explore additional tools for evaluation such as the Inclusive Classroom Profile
Develop ongoing systems for evaluation
Next Steps
Charter School

Deeper examination of MTSS to refine structures and systems across grade levels

Refining coherency for all systems across grade levels

Emphasis on culturally and linguistically responsive practices and instruction
Where can you start?

- Develop a stakeholder team
- Determine areas to evaluate (recommend “big picture” (school or district) and “small picture” (classroom and student-level practices).
- Review tools and select tool(s) to use
- Identify process, role of team members, and timeline
- Identify evidence to support findings (artifacts, observations, surveys?)
- Determine common themes, strengths, needs, and actions.
- Share successes and next steps with all stakeholders
- Identify a timeline and system for ongoing evaluation


Resources

• DEC Recommended Practices: http://www.dec-sp ed.org/dec-recommended-practices
• SWIFT-FIA: http://www.swiftschools.org/sites/default/files/SWIFT_FIA_1%203_Webversion_11%2022%2016.pdf
• New Jersey Quality Indicators: https://padletuploads.blob.core.windows.net/aws/143659335/a126ebd6d62cb9f9270e18592d98ab64/Quality_Indicators_for_Effective_Inclusion_.pdf
• Index for Inclusion: http://www.indexforinclusion.org/wheretoobtaintheindex.php
Questions?

- annie.r.cox@csun.edu
- amy.hanreddy@csun.edu