



Pennsylvania’s Disability Inclusive Curriculum Pilot Program

Reporting Period: August 11, 2023, through June 30, 2024

Submitted to the Chair and Minority Chair of the Education Committee of the Senate and the Chair and Minority Chair of the Education Committee of the House of Representatives

Overview

The Disability Inclusive Curriculum Pilot (DICP) Program, as added to the Pennsylvania Public School Code in the Summer of 2022, is intended to instruct all K-12 students on the political, economic, and social contributions of individuals with disabilities. It also aims to increase the accurate and regular representation of disability throughout all aspects of school to help learners understand that disability is a natural part of the human condition.

In response to this, the Pennsylvania Disability Inclusive Curriculum Pilot Toolkit (available on the Pennsylvania Standards Aligned System [SAS] portal) was created in 2023. This resource was created to assist sites in identifying information/materials/resources aligned to the four domains (Instructional, Environmental, Student Body Representation, Communication Pathways) outlined in the grant application:

- Instructional Domain — resources that are educational and are intended to use for teaching
- Environmental Domain — resources that relate to or arise from a person’s surroundings
- Student Body Representation — resources that relate to entire student body as a whole
- Communication Pathways — resources that promote communications across all school-wide messaging whether direct or indirect

The goal of this evaluation is to assess the impact and effectiveness of the implementation of Pennsylvania’s Disability Inclusive Curriculum Pilot program on student learning outcomes, program implementation, interested parties’ satisfaction, and organizational impact. The following research questions were developed to assess these target areas.

Table 1. Research questions and sub-questions and related target areas

Target Areas	Research Questions and Sub-Questions
Organizational Impact	What do sites plan to achieve through implementation of the DICP in the long term?
	To what extent is each site able to have an impact on the culture and environment of the school as related to their focus area(s)?
	To what extent have site (district or school) and teacher understandings of the (social, political, economic) contributions of individuals with disabilities changed over time?*
Student Learning Outcomes	To what extent have student understandings of the (social, political, economic) contributions of individuals with disabilities changed over time?*
Program Implementation	What professional development opportunities have sites implemented? How are they aligned with grant goals?
	What materials are teachers using and/or developing to teach about the (social, political, and economic) contributions of individuals with disabilities?
	To what extent do the Pennsylvania Disability Inclusive Curriculum Pilot Toolkit or related resources support sites’ goals?
Interested Parties’ Satisfaction	What are interested parties’ perceptions of and related satisfaction with grant implementation? Professional development (teachers) Facilitators and barriers (teachers) Alignment with goals of pilot (external parties)*

**Not addressed in Year 1*

This report provides information regarding Year 1 of grant implementation. Year 2 and Year 3 research questions and associated measures are outlined at the end of this report.

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Grant Recipients

In the 2023-2024 academic year, nine Pennsylvania sites were involved in Year 1 of the Disability Inclusive Curriculum Pilot. Within these sites, 13 elementary schools and 11 secondary schools participated in Year 1. Table 2 provides an overview of these sites.

Table 2. List of DICI participating sites in the 2023-2024 academic year.

Sites	County	Elementary	Secondary
California Academy of Learning Charter School	Washington	1	0
Dunmore School District	Lackawanna	1	1
East Stroudsburg Area School District	Monroe	0	1
Greater Johnstown School District	Cambria	1	2
Hampton Township School District	Allegheny	3	2
North Penn School District	Montgomery	3	0
South Fayette Township School District	Allegheny	2	2
South Park School District	Allegheny	0	1
Wellsboro Area School District	Tioga	2	2
Total		13	11

Ten sites were selected for the three-year pilot. One of the 10 sites (New Foundations Charter School, Philadelphia) opted not to continue in the pilot program; this site was replaced by Pennsbury School District (Bucks County) in summer 2024. All 10 pilot sites will participate in Year 2 of the Pilot.

Year 1 Progress

The evaluation is based on data collected prior to DICI implementation and throughout the academic year. Specifically, we compiled and collected data from each site's application to the DICI, Environmental Education Scans (beginning and end of year), and Monthly Reflections provided by each site. In addition, teachers from the pilot sites were invited to complete a Teacher Survey designed to understand teachers' implementations of the DICI and a Professional Development survey designed to assess the perceived effectiveness of the professional development activities. Finally, each site submitted information about DICI-focused professional development activities that were provided to the teachers. Copies of all instruments can be found in the appendices. Summaries of the findings are presented below. The rest of the report is organized by the target areas identified in the DICI.

Organizational Impact

1. What do sites plan to achieve through implementation of the DICI in the long term?

All nine sites set a long-term goal of incorporating Disability Inclusive Curriculum (DIC) in ways that are meaningful and sustainable. In addition to maintaining alignment with the purpose of the DICI Pilot, sites said that curricular representation would:

- "increase the accurate and regular representation and inclusion of disability to help the school community at large better understand that disability is a natural part of the human condition."

- “improve the instructional experience for students with disabilities by increasing the representation of people with disabilities in teaching material.”
- “help guide us in the process of becoming better across all buildings, settings, activities, academics, athletics within our community.”

Sites also plan to use the grant to increase the representation of students with disabilities within their respective school communities, foster relationships between students with and without disabilities, and increase disability visibility through signage, posters, and school events. Examples include wanting to:

- “specifically target enhancing peer relationships between students with and without disabilities.”
- “actively work to build connections with local organizations who advocate for disability acceptance and equity in education.”
- “add representation from community members with disabilities and students with disabilities to our district wide task force so that we better ensure that all voices are part of the decision-making process.”
- “form a group with disability representation to support planning and implementation of activities, lessons, assemblies, and curriculum materials.”
- “explore additional ways to have students with disabilities represented in student leadership and non-academic activities, to ensure they have the same opportunities as all other students.”

2. To what extent is each site able to have an impact on the culture and environment of the school as related to their focus area(s)?

Overall Progress

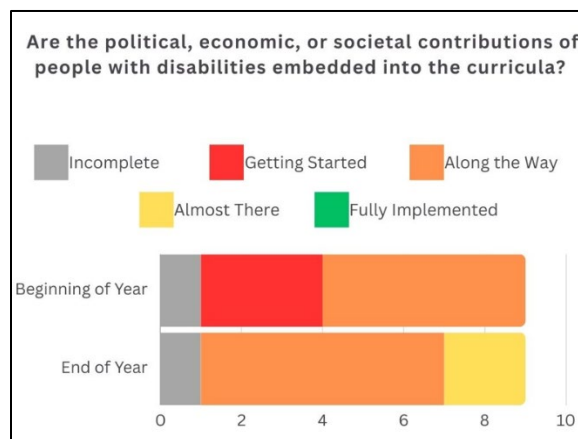
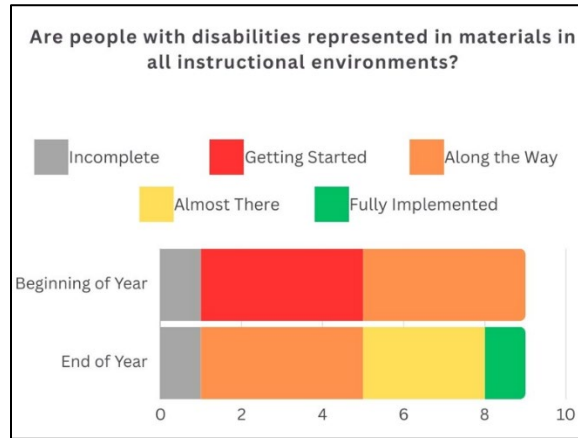
A beginning-of-year Environmental Education Scan was completed by each site in November 2023 (Appendix A). These data indicated how sites rated themselves in four areas: instruction, environment, student body representation, and communication pathways.

At the beginning of Year 1, all sites rating themselves as “Getting Started” or “Along the Way” in their progress towards both instructional subareas. Sites rated themselves as further along in the area of communication pathways, with seven sites indicating they were “almost there” or “fully implemented” with regards to the inclusion of students with disabilities and their families in all school-wide communications, and four sites indicating they were “almost there” or “fully implemented” in terms of whether formal and informal school-wide communications promote differences and inclusivity. Sites were more varied in their responses to questions related to environment and student body representation.

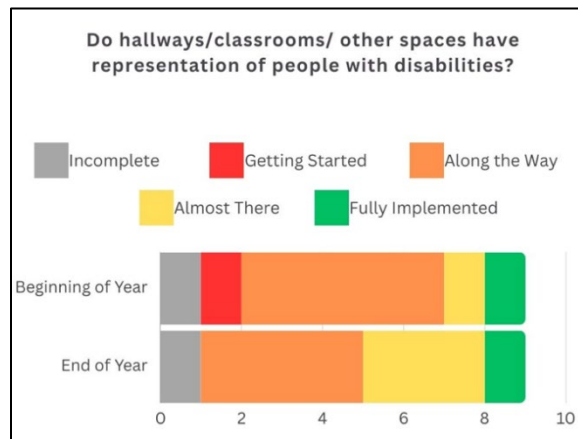
Each site completed the end-of-year Environmental Education Scan in May 2024, to evaluate progress made in each of the four areas. Nearly all (8 out of 9 sites, or 88.9 percent) sites made progress in at least one sub-area. At the end of Year 1, more sites rated themselves as “Almost There” in their progress towards both instructional sub-areas. Sites rated themselves as further along in the area of communication pathways, with seven sites again indicating they were “almost there” or “fully implemented” with regards to the inclusion of students with disabilities and their families in all school-wide communications, and six sites indicating they were “almost there” or “fully implemented” in terms of whether formal and informal school-wide communications promote differences and inclusivity. Four sites noted increased progress in at least one environmental sub-area, and five sites noted progress in at least one sub-area related to student body representation.

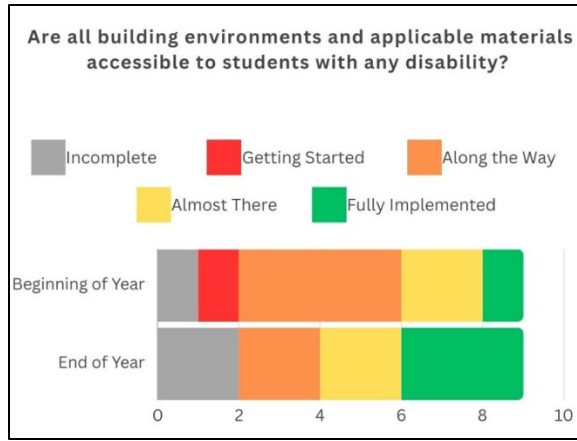
A visual representation of site progress in each of the four areas can be found below:

Instructional

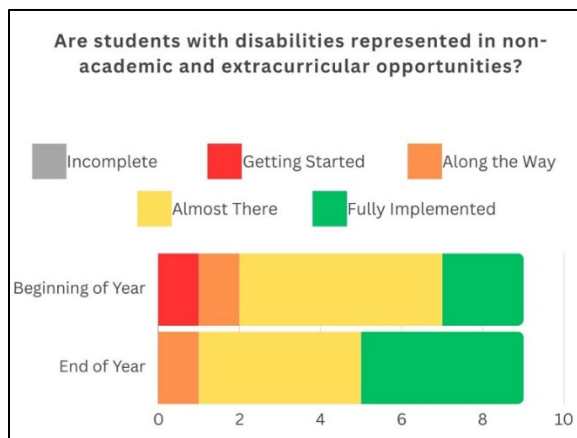
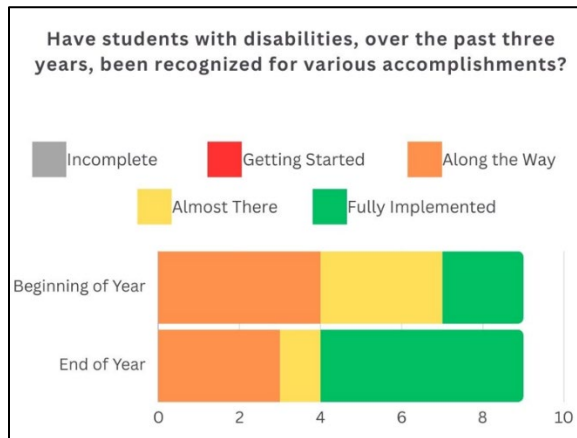
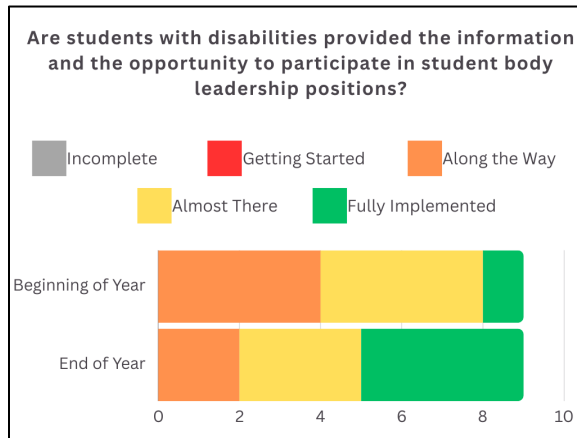


Environmental

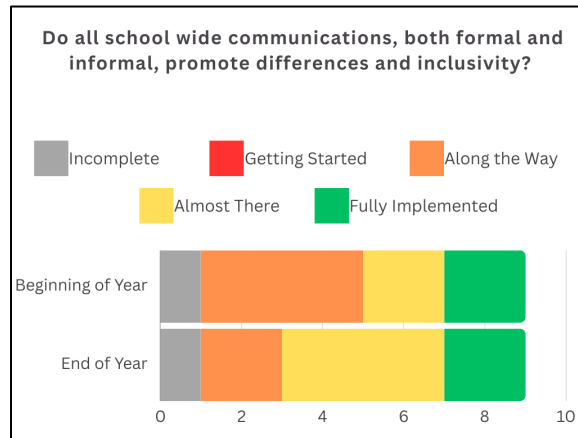
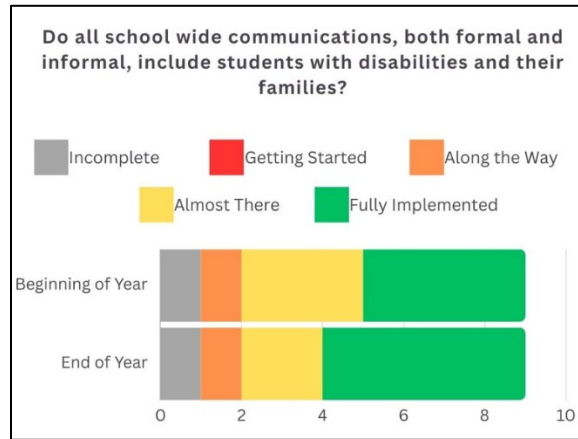




Student Body Representation



Communication Pathways



Progress in Relation to Specific Site Goals

In Year 1 of the pilot, sites set specific goals. In alignment with sites' self-assessments (Beginning of Year Environmental Education Scan, November 2023) that they were early on in the implementation of the pilot in the area of instruction, all nine pilot sites had at least one goal related to instruction. Eight sites (88.9 percent) set a goal related to ensuring that people with disabilities were represented in materials in instructional environments, and seven sites (77.8 percent) set a goal related to ensuring that the political, economic, and societal contributions of people with disabilities were embedded into the curricula.

Table 3 (below) indicates the number (%) of sites with a stated goal in each of the four areas, the number (%) of those sites who self-reported progress over Year 1 of the pilot program, and examples of activities that sites reported in each area.

Table 3. Summary of progress in relation to specific site goals.

Instructional

Domain	Sites with Goals n (%)	Status Update from Sites with Goals n (%)	Examples of Reported Activities:
a. Are people with disabilities represented in materials in all instructional environments' (e.g., English Language Arts, Mathematics, Social Studies, Science, Technology, Arts and Music)?	8 (88.9%)	Progress: 6 (75.0%) No change: 1 (12.5%) Did not report: 1 (12.5%)	<ul style="list-style-type: none"> Purchased books and curricular materials for students about individuals with disabilities to be used in classrooms, libraries, and with counselors Teachers and other school staff have given personal testimony with respect to their disabilities to provide students with role models
b. Are the political, economic, or societal contributions of people with disabilities embedded into the curricula (e.g., social studies lessons are inclusive of persons with disabilities; the content of lessons at the secondary level are inclusive of people with disabilities)?	7 (77.8%)	Progress: 3 (42.9%) No change: 4 (57.1%)	<ul style="list-style-type: none"> Infused information about the political, economic, and social contributions of activities into secondary history courses Developed lesson/unit plans that highlight people with disabilities

Environmental

Domain	Sites with Goals n (%)	Status Update from Sites with Goals n (%)	Examples of Reported Activities:
a. Do hallways/classrooms/ other spaces have representation of people with disabilities (e.g., artwork, trophy case, signage, bulletin boards)?	4 (44.4%)	Progress: 2 (50.0%) No change: 1 (25.0%) Did not report: 1 (25.0%)	<ul style="list-style-type: none"> Added artwork related to disability around schools
b. Are all building environments and applicable materials accessible to students with any disability (e.g., textbooks, trade books, software, online resources, physical structures)?	4 (44.4%)	Progress: 1 (25.0%) No change: 2 (50.0%) Did not report: 1 (25.0%)	<ul style="list-style-type: none"> Installed Picture Exchange Communication System boards on the playground in some schools, with additional smaller boards displayed in building common areas

Student Body Representation

Domain	Sites with Goals n (%)	Status Update from Sites with Goals n (%)	Examples of Reported Activities:
a. Are students with disabilities provided the information and the opportunity to participate in student body leadership positions (e.g., all students offered the same information with equal opportunity for participation)?	4 (44.4%)	Progress: 3 (75.0%) No change: 1 (25.0%)	<ul style="list-style-type: none"> Spotlighted different leadership options on a school news program Developed a diversity team largely driven by students and families
b. Have students with disabilities, over the past three years, been recognized for various accomplishments (e.g., artwork hung in hallways, trophies in the trophy case, medals, students of the month, banners of recognition)?	2 (22.2%)	Progress: 1 (50.0%) No change: 1 (50.0%)	<ul style="list-style-type: none"> Began/continued recognizing the accomplishments of students with disabilities publicly and locally
c. Are students with disabilities represented in non-academic and extracurricular opportunities (e.g., letterman jackets, county chorus auditions, musicals/plays)?	3 (33.3%)	Progress: 2 (66.7%) No change: 1 (33.3%)	<ul style="list-style-type: none"> Increased the opportunities students with disabilities have to participate via activities including Unified Bocce, Unified Track, and a Tabletop Game Club

Communication Pathways

Domain	Sites with Goals n (%)	Status Update from Sites with Goals n (%)	Examples of Reported Activities:
1. Do all school wide communications, both formal and informal, include students with disabilities and their families (e.g., all students receive the same communication packets, texts, emails, letters, school-wide calendar of events (e.g., Science fair, book fair, Autism Month, etc.)?)	1 (11.1%)	No change: 1 (100.0%)	<ul style="list-style-type: none"> Used PowerSchool/ Kimvo to ensure all students and families are getting communication
2. Do all school wide communications, both formal and informal, promote differences and inclusivity (e.g., all staff communicate using person first language or with the student's preference, staff refer to all students as "our" students and part of the school-wide community)?	1 (11.1%)	No change: 1 (100.0%)	<ul style="list-style-type: none"> Worked to increase the amount of person-first language and reduce the use of phrases such as "your kids," "my kids", etc.

Results reveal that much progress was made during Year 1 of the project. For example, of the eight sites that set a goal related to ensuring that people with disabilities were represented in materials in instructional environments, six (75.0 percent) reported progress during Year 1. Similarly, of the seven sites that set a goal related to ensuring that the political, economic, and societal contributions of people with disabilities were embedded into the curricula, three (42.9 percent) reported progress during Year 1.

Program Implementation

1. What professional development (PD) opportunities have sites implemented?

All sites engaged in professional development opportunities during the 2023-2024 academic year.

All Site PD: Pennsylvania's Kick Off Session

In November 2023, Pennsylvania's Training and Technical Assistance Network (PaTTAN) hosted a "Kick Off" PD for all nine sites. PaTTAN led the presentation with opening remarks from dignitaries including Representative Joseph Hohenstein, Dr. Carrie Rowe (PDE), and Dr. Carole Clancy (BSE). Disability Equality in Education (DEE), Mikayla's Voice, and Include Me (Arc of PA) were also part of the kick-off session. The purpose of the PD was to:

- address what is meant by "Disability Inclusive Curriculum"
- provide an overview of the four core components of the Pilot (program design, Educational Environmental Scan, Disability Inclusive Curriculum Pilot Toolkit, and external evaluator)
- review the budget
- offer guidance for program implementation.

Site-Based PD

Professional Development also occurred at each of the nine sites. Based on data collected from the sites, approximately 230 teachers received DICP-related professional development. In sum, 38 hours of PD were delivered across the nine sites.

The content of these site-based PD sessions aligned with one or more of the following providers/areas: *Mikayla's Voice*, *Disability Equality in Education (DEE)*, *internal curriculum team*, and *other*.

Mikayla's Voice: Six of the nine sites hosted Mikayla's Voice, a "non-profit organization founded to include kids of all abilities" (source: <https://www.mikaylasvoice.org/about/>). Responses from site liaisons' survey responses and monthly reflections indicated that school involvement with Mikayla's Voice included guidance on and implementation of inclusive art exhibits (Kaya's Kaleidoscope Art Project), mentoring for students with disabilities, and speakers who discussed the importance of being inclusive of schools with disabilities. The target audience for these presentations were students (primary audience) and teachers (secondary audience).

Disability Equality in Education: Two of the nine sites hosted DEE for PD sessions, and one of the nine sites noted using DEE's online resources. The two schools that utilized DEE services directly engaged in training sessions related to opening conversations around disability, introduction to curriculum and resources that all teachers can use in mainstream classrooms to initiate a conversation about disability, and elevating disability perspectives through use of the school calendar. While the third site did not engage with DEE directly, they noted that they used the DEE website to identify inclusive books, lesson plans, and tools for students at the elementary level. The target audience for these presentations was teachers.

Internal Curriculum Team: Six of the nine sites reported offering internal professional development; these six sites focused on importance and related development of disability inclusive curriculum, the legislation and grant supporting the work, available resources from PDE and other areas, and how to incorporate disability into their curricula. Within this subset of sites, three have developed internal curriculum teams/cohorts dedicated to disability-related curricular development. Liaisons from three sites directly mentioned using the Disability Inclusive Curriculum Pilot Toolkit as a resource. The target audience for these PD sessions was teachers.

Other: Five of the nine sites shared information regarding other types of PD. These PD sessions involved elements of teacher training and preparation. The activities included:

- Completing an online course through Project Zero that focused on 8 cultural forces
- Hearing from members of the Pittsburgh Epilepsy Foundation
- Creating a Best Buddies Club
- Creating a Unified Sports Bocce Ball team (affiliated with the Special Olympics)
- Hosting an activity session for students and staff provided by Hiram G. Andrews
- Participating in teacher-led and/or administrator-led book studies
- Learning from a presenter from the Intermediate Unit; presented to teachers about a curriculum product they are trialing as part of the grant

The target audiences for these sessions varied based on the nature of the session.

2. What materials are teachers using and/or developing to teach about the [social, political, and economic] contributions of individuals with disabilities?

An online Teacher Survey was distributed to all site leads, who invited their teachers to participate. Across all sites, 358 teachers completed the survey, with 53.4 percent teaching elementary grades (K through 6th), 38.3 percent teaching secondary grades (7th through 12th), and 7.5 percent teaching all grades (K through 12th). Approximately three-quarters (75.4 percent) of the teachers self-identify as women, and a high percentage of the teachers are White (90.5 percent).

To identify the materials teachers used in planning DICP-related lessons, we asked, “What resources do you use to plan lessons about the social, political, and/or economic contributions of individuals with disabilities?” Teachers were presented with a list of options and were asked to select as many as applicable. Table 4 (below) summarizes these responses:

Table 4. Resources teachers used to plan DIC-related lessons

Type of resource	% (n) of respondents
Online resources	48.0% (n = 172)
Resources recommended by other teachers	43.6% (n = 156)
Resources on social media	33.2% (n = 119)
Trade books	30.7% (n = 110)
Textbooks provided by school	24.0% (n = 86)
Curriculum map	15.6% (n = 56)
I do not include these topics in my lessons	15.4% (n = 55)
Resources from undergraduate training	11.2% (n = 40)
Resources from graduate training	10.3% (n = 37)
Pennsylvania Disability Inclusive Curriculum Pilot Toolkit	9.2% (n = 33)
Other (open ended)	5.3% (n = 19)

Those who selected “Other” indicated that they used personal experiences, picture books, and other offices at their school (e.g., Learning Support) as resources.

In an open-ended question, teachers were asked to provide an example of how they have taught about the social, political, and economic contributions of individuals with disabilities. Of the teachers who took the survey, 38 responded to this question.

- Thirteen teachers reported that they used literature to do so, via fictional stories, biographical stories, or magazine articles. One teacher mentioned ensuring that books are representative of the disability community, such as by including books that have characters in wheelchairs.
- Teachers described how they taught about the contributions of specific individuals such as Temple Grandin, Franklin Delano Roosevelt, Helen Keller, and Van Gogh.
- Two teachers described teaching about disability-related legislation, and one teacher reported having students complete a project on civil rights and including a station on people with disabilities.
- Six teachers described discussing disability in the context of awareness or acceptance activities (i.e., World Down’s Syndrome Day).
- Three teachers noted that assemblies enabled them to teach about the contributions of individuals with disabilities, with one teacher saying that assemblies allow them to “bring the discussion back into the classroom.”

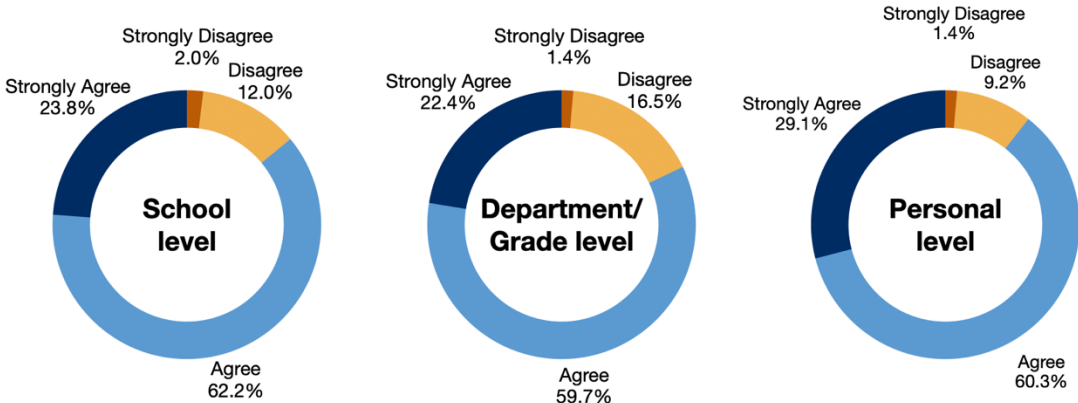
3. To what extent do the Pennsylvania Disability Inclusive Curriculum Pilot Toolkit or related resources support sites’ goals? (Year 1: Teacher Perspectives)

In Year 1, we focused on teachers’ awareness of grant resources, including the Disability Inclusive Curriculum Pilot Toolkit, as well as how these resources were used to support sites’ goals. We used the teacher survey (described in question 4) to address these questions.

In the Teacher Survey, respondents were asked about their perceptions of the type of support they have received from the school/district in enacting the DICP program. Specifically, teachers were asked to indicate the extent to which they agree with the following statement stem: “There are efforts at _____ to increase the representation of the social, political, and/or economic contributions of individuals with disabilities in curriculum.” Efforts for each of three levels were asked: school level, department/grade level, and personal level.

As presented in the Figure 1 (below), a high percentage of teachers agreed that there are efforts across the school level (86.0 percent), the department/grade level (82.1 percent), and the personal level (89.4 percent) to increase the representation of the social, political, and/or economic contributions of individuals with disabilities in curriculum.

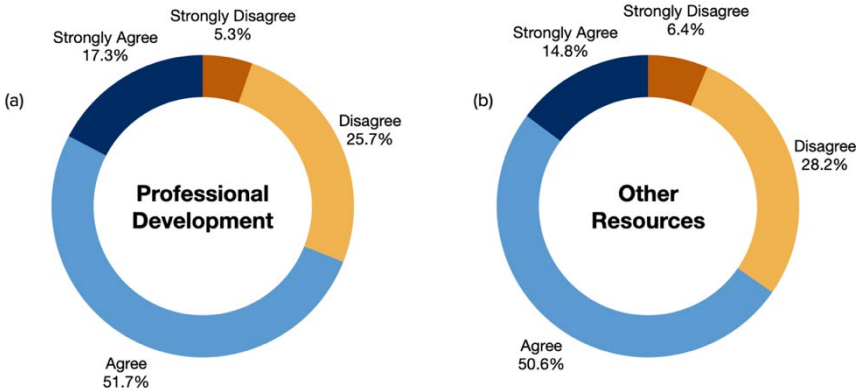
Figure 1. Teachers’ perceptions of efforts made at different levels to increase the representation of the social, political, and/or economic contributions of individuals with disabilities in curriculum.



Teachers were also asked to indicate the extent to which they agree with the following statements: (a) “I have been provided with professional development related to including the social, political, and/or economic contributions of individuals with disabilities in my lessons.” and (b) “I have been provided with resources related to including the social, political, and/or economic contributions of individuals with disabilities in my lessons.”

As summarized in Figure 2 (below), a high proportion of teachers agreed that they have been provided professional development resources (69.0 percent) and other resources (65.4 percent) to support their teaching about the social, political, and/or economic contributions of individuals with disabilities.

Figure 2. Teachers’ perceptions of professional resources they have received to support their teaching of the social, political, and/or economic contributions of individuals with disabilities in curriculum.



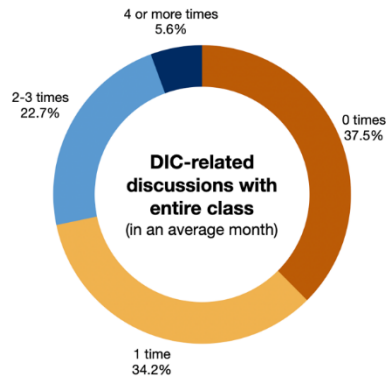
Finally, teachers were asked the extent to which they agreed with the statement that “Administrators in my school or district have emphasized the importance of including the social, political, and/or economic contributions of individuals with disabilities in curriculum.” Overall, 77.1 percent of the teachers felt that the school/district have emphasized the importance of including the social, political, and/or economic contributions of individuals with disabilities in their lessons. The remaining respondents either disagree (18.4 percent) or strongly disagree (4.5 percent) with that statement.

Interested Parties’ Satisfaction

1. What are teachers’ perceptions of and related satisfaction with grant implementation?

In assessing teachers’ perceptions of and related satisfaction with grant implementation, we first asked about the extent of DIC implementation. When asked, since September 2023, “In an average month, how many times do you discuss the social, political, and/or economic contributions of individuals with disabilities with your entire class?”, 62.5 percent of the teachers have had these discussions at least once a month. However, 37.5 percent of them have not had any DIC-related discussions. Figure 3 (below) summarizes these data.

Figure 3. The number of times teachers had class discussions on the social, political, and/or economic contributions of individuals with disabilities, in an average month.



To better understand these patterns, we asked teachers to identify facilitators that let them discuss disability with their students and obstacles they encountered when discussing (or attempting to) disability with them. Table 5 (below) summarizes their responses.

Table 5. Factors those teachers identified as facilitators or barriers in classroom discussions of disability-related topics.

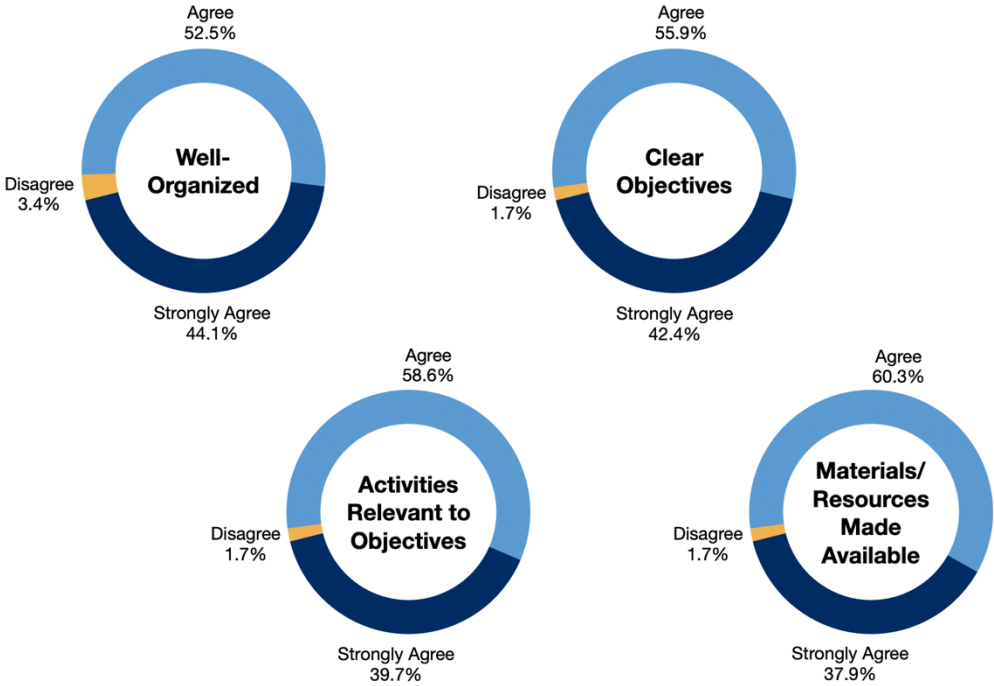
Facilitators	% (n) of respondents
Feeling comfortable discussing disabilities	44.1% (n = 158)
Having agency and flexibility in planning curriculum	37.4% (n = 134)
Knowing how to create relevant lessons	30.7% (n = 110)
Ability to locate relevant resources	29.3% (n = 105)
Connection to the disability community (personal or professional)	26.8% (n = 96)
Familiarity with disability-related language	26.5% (n = 95)
Support from administrators and parents	26.0% (n = 93)
Curricular relevance	24.9% (n = 89)
Prior professional development or coursework	22.1% (n = 79)
Familiarity with disability culture	21.5% (n = 77)
None — did not encounter any facilitators	13.1% (n = 47)
Other (open-ended response)	2.0% (n = 7)

Obstacles	% (n) of respondents
Time constraints	49.4% (n = 177)
Fear of offending students/persons with disabilities	25.7% (n = 92)
Lack resources to know how to discuss disabilities	21.5% (n = 77)
Low curricular/content area relevance	21.2% (n = 76)
Not sure how to bring a disability-related discussion into the class	17.9% (n = 64)
None — did not encounter any obstacles	17.6% (n = 63)
Potential discomfort when discussing disabilities	16.2% (n = 58)
Lack of support from administrators and parents	6.4% (n = 23)
Unfamiliar with the idea that disability could be a diverse identity	2.8% (n = 10)
Other (open-ended)	1.4% (n = 5)

In a separate post-professional development survey, teachers were asked, “What new ideas have you gained from this presentation and how do you plan to implement these new ideas?” Though only eight teachers responded to this open-ended question, responses were insightful. One teacher noted that they learned that “referencing disabilities is as important as referencing race.” Another teacher cited the impact of learning how important it was to incorporate disability into everyday lessons. One respondent wrote, “This made me realize how overlooked students with disabilities may feel, in terms of representation in instructional materials and lessons. I feel more confident and comfortable in my ability to locate resources to be more inclusive.” Overall, open-ended qualitative responses confirm quantitative feedback that teachers perceived professional development related to the Pilot program satisfactorily.

In the same survey, teachers were asked about their overall satisfaction with the professional development activities that they attended. 59 teachers completed this survey. As summarized in Figure 4 (below), a very high percentage of the teachers found the PD activities to be well-organized (96.6 percent), to have clear objectives (98.3 percent), to have activities that were relevant to the objectives (98.3 percent). Furthermore, 98.3 percent stated that all necessary materials and resources were provided or made readily available.

Figure 4. Teachers’ perceptions and evaluations of site-led professional development activities.



Plans for the Next Reporting Period

In Year 2 of the evaluation to assess the impact and effectiveness of the implementation of Pennsylvania’s Disability Inclusive Curriculum Pilot, we plan to continue to address the questions posed above. Additionally, we will expand our investigation to consider the following questions:

1. *Student Learning Outcomes:* To what extent have student understandings of the (social, political, economic) contributions of individuals with disabilities changed over time?

We will assess student understanding of the contributions of individuals with disabilities via a student survey and student focus groups in Years 2 and 3.

2. *Organizational Impact:* To what extent have site (district or school) and teacher understandings of the (social, political, economic) contributions of individuals with disabilities changed over time?

We will use focus groups and teacher interviews to gain an understanding of how site team members and teachers describe changes in their understanding of the contributions of individuals with disabilities as a result of this pilot program in Years 2 and 3.

3. *Interested Parties Satisfaction:* What are interested parties' perceptions of and related satisfaction with grant implementation?

We will build on our findings related to teacher perceptions of the pilot program using surveys and focus groups with other interested parties (i.e., school site team, members of a disability advocacy group).

4. *Program Implementation:* To what extent do the Pennsylvania Disability Inclusive Curriculum Pilot Toolkit or related resources support sites' goals?

To best address the administrative perspective regarding this question, we plan to conduct interviews with the school site team leads.

Appendices

- Appendix A: Environmental Education Scan
- Appendix B: Monthly Reflection Form
- Appendix C: Teacher Survey
- Appendix D: Professional Development Questionnaire
- Appendix E: Post-Professional Development Teacher Survey

Appendix A: Environmental Education Scan

Overview: The Environmental Education Scan was completed twice a year by site leads in collaboration with the grant lead for each site.

DISABILITY INCLUSIVE CURRICULUM PILOT GRANT: EDUCATIONAL ENVIRONMENTAL SCAN

Site name: _____

Team members from LEA: _____

Team members from PaTTAN: _____

Instructional

Topical Area	Rating Scale 1. Getting Started (beginning discussions) 2. Along the Way (continuing discussions) 3. Almost There (completing discussions) 4. Fully Implemented	Describe	Potential Areas of Improvement
Instructional			
Are people with disabilities represented in materials in all instructional environments' (e.g., English Language Arts, Mathematics, Social Studies, Science, Technology, Arts and Music)?			
Are the political, economic, or societal contributions of people with disabilities embedded into the curricula (e.g., Social Studies lessons are inclusive of persons with disabilities. The content of lessons at the secondary level are inclusive of people with disabilities)?			

Environmental

Topical Area	Rating Scale 1. Getting Started (beginning discussions) 2. Along the Way (continuing discussions) 3. Almost There (completing discussions) 4. Fully Implemented	Describe	Potential Areas of Improvement
Do hallways/classrooms/ other spaces have representation of people with disabilities (e.g., artwork, trophy case, signage, bulletin boards)?			
Are all building environments and applicable materials accessible to students with any disability (e.g., textbooks, trade books, software, online resources, physical structures) ?			

Student Body Representation

Topical Area	Rating Scale 1. Getting Started (beginning discussions) 2. Along the Way (continuing discussions) 3. Almost There (completing discussions) 4. Fully Implemented	Describe	Potential Areas of Improvement
Are students with disabilities provided the information and the opportunity to participate in student body leadership positions (e.g., all students offered the same information with equal opportunity for participation)?			
Have students with disabilities, over the past three years, been recognized for various accomplishments (e.g., artwork hung in hallways, trophies in the trophy case, medals, students of the month, banners of recognition)?			
Are students with disabilities represented in non-academic and extracurricular opportunities (e.g., letterman jackets, county chorus auditions, musicals/plays) ?			

Communication Pathways

Topical Area	Rating Scale 1. Getting Started (beginning discussions) 2. Along the Way (continuing discussions) 3. Almost There (completing discussions) 4. Fully Implemented	Describe	Potential Areas of Improvement
Do all school wide communications, both formal and informal, include students with disabilities and their families (e.g., all students receive the same communication packets, texts, emails, letters, school-wide calendar of events (e.g., Science fair, book fair, Autism Month, etc.)?			
Do all school wide communications, both formal and informal, promote differences and inclusivity (e.g., all staff communicate using person first language or with the student's preference, staff refer to all students as "our" students and part of the school-wide community)?			

Appendix B: Monthly Reflection Form

Overview: The Monthly Reflection Form was completed by the grant lead for each site.

PA Disability Inclusive Curriculum Monthly Reflection/Impact Statement

DO NOW!

1. Identify one resource/strategy that was new to your implementation this month
2. How will you implement that resource/strategy in your building/district?

DO LATER!

3. After implementing, please describe your reaction and your school community/students/parents' reactions. Is there anything you would change?

Appendix C: Teacher Survey

Overview: The anonymous Teacher Survey was designed to understand teachers' implementations of the DICP. The grant lead for each site distributed the survey to all teachers and requested completion. The survey was administered in April through June 2024.

1. School/District name
2. What grade(s) do you currently teach?
3. What subject area(s) do you currently teach?
4. Personal code generated by respondent. [Note: Respondents will be asked to use this same code when completing additional surveys in Years 2 and 3. This will allow the evaluation team to track individual-level changes over the years.]
5. These items assessed: (1) teachers' perception of efforts made by school, grade, and themselves to increase DIC-related topics in the curriculum, and (2) the extent to which teachers have been provided with resources to support DIC-related efforts. For each item, teachers were asked to indicate whether they agree or disagree with each statement. Response options include: Strongly agree, agree, disagree, or strongly disagree. The statements were:
 - a. There are efforts at my school to increase the representation of the social, political, and/or economic contributions of individuals with disabilities in curriculum.
 - b. There are efforts at my grade level / in my department to increase the representation of the social, political, and/or economic contributions of individuals with disabilities in curriculum.
 - c. I have personally made efforts to increase the representation of the social, political, and/or economic contributions of individuals with disabilities in my lessons.
 - d. I have been provided with professional development related to including the social, political, and/or economic contributions of individuals with disabilities in my lessons.
 - e. I have been provided with resources related to including the social, political, and/or economic contributions of individuals with disabilities in my lessons.
 - f. Administrators in my school or district have emphasized the importance of including the social, political, and/or economic contributions of individuals with disabilities in curriculum.
6. The following items assessed classroom discussions and related practices:
 - a. Since September, have you taught about the social, political, and/or economic contributions of individuals with disabilities? [Response options: Yes or No]
 - If "Yes". In an average month, how many times do you discuss the social, political, and/or economic contributions of individuals with disabilities with your entire class? [Response options: 1 time; 2-3 times; 4 or more times]
 - If "Yes". Please describe one example of how you have taught about the social, political, and economic contributions of individuals with disabilities.
 - b. In an average month, how many times do you discuss disability in general with your entire class? [Response options: 1 time; 2-3 times; 4 or more times]
7. The following items assessed implementation of the pilot curriculum.
 - a. What resources do you use to plan lessons about the social, political, and/or economic contributions of individuals with disabilities? Please select all that apply:
 - Curriculum map
 - Pennsylvania Disability Inclusive Curriculum Pilot Toolkit (through Standards Aligned System [SAS] website)
 - Free or paid online resources (e.g., Teachers Pay Teachers)
 - Trade books (fiction or non-fiction)
 - Textbooks provided by my school
 - Resources from undergraduate education

- Resources from graduate education
 - Social media (e.g., something learned through YouTube, TikTok, Instagram, Pinterest, etc.)
 - Suggested resources from friends/colleagues
 - I do not include the social, political, and economic contributions of individuals with disabilities in my lessons.
 - Other (please describe)
- b. What are the facilitators that currently allow you to discuss disability with your students? Please select all that apply.
- Curricular flexibility: having agency in lesson planning/curricular development
 - Curricular relevance
 - Ability to locate relevant resources
 - Curriculum knowledge: knowing how to create resources or lessons that allow me to discuss disabilities in my classroom
 - Comfortability when discussing disabilities with my students
 - Support from administrators and parents
 - Familiarity with disability-related language (i.e., commonly used terms when discussing disability)
 - Connection to the disability community, either personally or through your school system
 - Familiarity with disability culture
 - Prior professional development or university coursework
 - I don't encounter any facilitators
 - Other (please describe):
- c. What are the obstacles that you encounter when discussing (or attempting to discuss) disability with your students? Please select all that apply.
- Curriculum/content area relevance
 - Time constraints
 - Not sure how to bring a disability-related discussion into the classroom
 - Potential discomfort when discussing disabilities
 - Fear of offending students/persons with disabilities
 - Lack of resources available to know how to discuss disabilities
 - Lack of support (administrators, parents, teachers, etc.)
 - I wasn't familiar with the idea that disability could be a diverse identity
 - I don't encounter any obstacles
 - Other (please describe)
- d. How comfortable are you (or would you be) discussing the social, political, and/or economic contributions of individuals with disabilities with your students? [Response options: Very comfortable, Comfortable, Uncomfortable, Very uncomfortable]
8. Demographic questions:
- a. How long have you been a teacher (total years in practice)?
 - b. What is your age?
 - c. With which racial and/or ethnic group(s) do you identify?
 - d. What is your gender?
 - e. Do you self-identify as having a disability?

Appendix D: Professional Development Questionnaire

Overview: The Professional Development Questionnaire was designed to gather information about DICP-focused professional development activities that were provided to the teachers. The survey was distributed to the grant lead for each site, with instructions that the survey was to be completed by an individual at the site who was involved in selecting/scheduling the PD session. The survey was administered in April through June 2024.

1. Name
2. Role
3. School/District
4. Date of professional development session
5. Approximate length of professional development session (e.g., 1 hour)
6. Approximate number of teachers who attended
7. Which DICP domain(s) does this professional development session most directly related to? Please select all that apply.
 - Instructional: PD focused on how to increase curricular representation of people with disabilities
 - Environmental: PD focused on how to increase representation of people with disabilities in school displays, artwork, bulletin boards and/or increase accessibility of materials (textbooks, resources, etc.)
 - Student body representation: PD focused on how to increase representation of students with disabilities in non-academic/extracurricular opportunities
 - Communication pathways: PD focused on promoting school wide communications that include students with disabilities and their families and/or promote differences and inclusivity.
 - Other (please describe):
8. Please briefly describe the professional development. If an outside organization or speaker presented, please note the name of the individual or organization.
9. If you have any descriptions or or handouts from the professional development session, feel free to upload them using this link.

Appendix E: Post-Professional Development Teacher Survey

Overview: The Post-Professional Development Teacher Survey was designed to assess the perceived effectiveness of the professional development activities that were provided to the teachers. The grant lead for each site distributed the survey to all teachers and requested completion. The survey was administered in April and May 2024.

1. School/District name
2. What grade(s) do you currently teach?
3. What subject area(s) do you currently teach?
4. Date of professional development session.
5. The following items assessed teacher satisfaction. For each statement, teachers were asked to indicate whether they agree or disagree. Response options include: Strongly agree, agree, disagree, or strongly disagree. The statements were:
 - a. Presentation was well-organized
 - b. Presentation objectives were clearly stated
 - c. Presentation activities were relevant to presenter objectives
 - d. All necessary materials/equipment and resources were provided or made readily available
6. The following items assessed overall characteristics of the professional development. All items were rated on a scale of 1-4 (4 being highest, 1 being lowest)
 - a. Overall quality of this presentation
 - b. Overall value of this presentation
7. The following items assessed teachers' perceptions of the impact the professional development activity has on practice. For each statement, teachers were asked to indicate whether they agree or disagree. Response options include: Strongly agree, agree, disagree, or strongly disagree. The statements were:
 - a. This presentation enhanced my understanding of disability as an identity
 - b. This presentation provided me with an understanding of the political, economic and social contributions of individuals with disabilities
 - c. This presentation provided me with practical skills and strategies to teach about disability
 - d. This presentation helped me feel better prepared to teach about disability
8. To assess teachers' implementation intentions, we asked: Do you plan to incorporate what you learned today into your instruction? [Response options: Yes or No]
 - a. If "Yes". When do you plan on incorporating what you learned today in your instruction? [Response options: Within the next month; Within the next six months; Next school year; Other (please describe)]
9. What are the barriers to incorporating what you learned today? Please select all that apply.
 - a. Curriculum/content area relevance
 - b. Time constraints
 - c. Not sure how to bring a disability-related discussion into the classroom
 - d. Potential discomfort when discussing disabilities
 - e. Fear of offending students/persons with disabilities
 - f. Lack of resources available to know how to discuss disabilities
 - g. Lack of support (administrators, parents, teachers, etc.)
 - h. I wasn't familiar with the idea that disability could be a diverse identity
 - i. I do not anticipate any barriers
 - j. Other (please describe)
10. Optional open-ended items:

11. Please use the spaces below to share any additional thoughts you have regarding this session. If you would rather not answer, feel free to submit your survey by selecting the arrow on the bottom right-hand side of the screen.
- a. What new ideas have you gained from this presentation and how do you plan to implement these new ideas?
 - b. Do you have any lingering questions or suggestions to improve this presentation?
 - c. Any additional comments?

