

Demonstration Sites Project

Inclusive Education for All:

Teaming & Collaborative Ownership of
All Students

Toppenish Middle School



UNIVERSITY *of* WASHINGTON

HARING CENTER

FOR INCLUSIVE EDUCATION





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Sound Check

We're going to get started in a few minutes.

Let us know you can hear us in the chat!

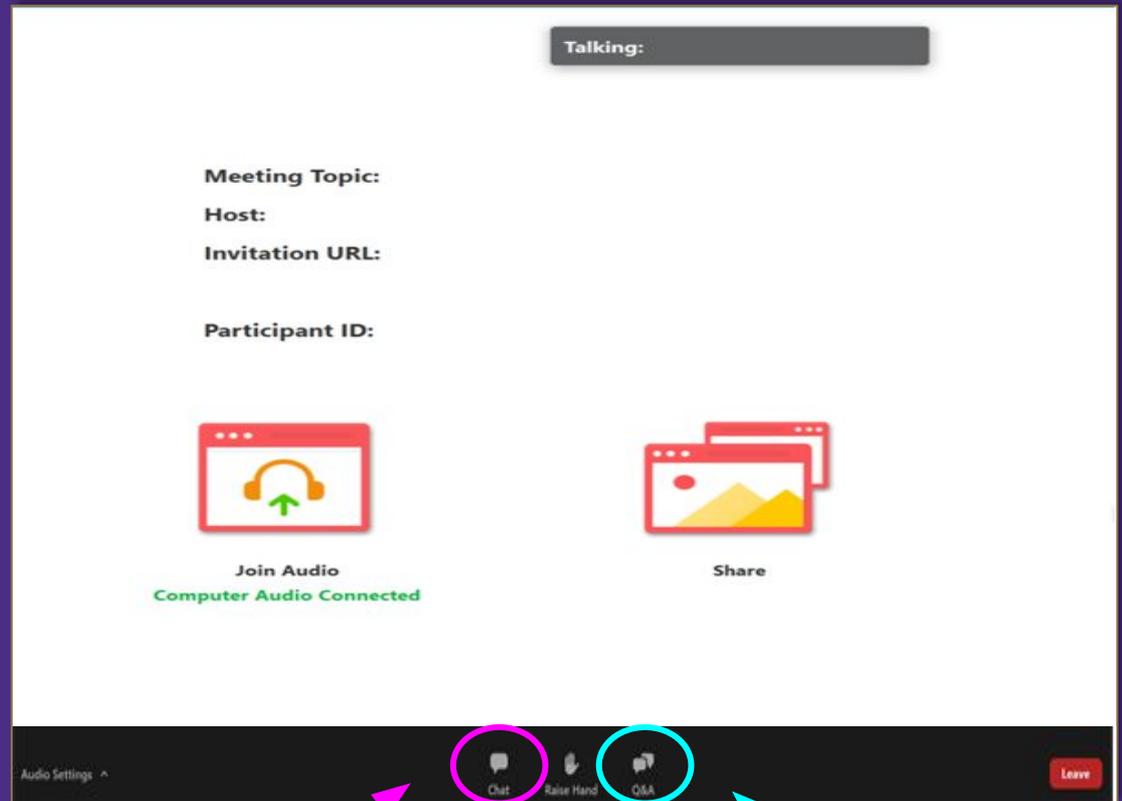
Test Audio



The screenshot displays a meeting interface with a white background and a dark grey header bar at the top containing the text "Talking:". Below the header, there are four labels: "Meeting Topic:", "Host:", "Invitation URL:", and "Participant ID:", each followed by a blank input field. In the center, a dark grey menu is open, showing options for audio configuration: "Select a Microphone" (with a checkmark next to "Microphone Array (Realtek High Definition Audio) Same as System"), "Select a Speaker" (with a checkmark next to "Speakers (Realtek High Definition Audio) Speakers (Microsoft Docking Station Audio Device) Same as System"), "Test Speaker & Microphone...", "Switch to Phone Audio...", "Leave Computer Audio", and "Audio Settings...". To the right of the menu are two icons: a red window icon labeled "Share" and a blue person icon with a plus sign labeled "Invite Others". At the bottom, a dark grey control bar contains icons for "Audio Settings", "Chat", "Raise Hand", "Q&A", and a red "Leave" button.

How to participate

- > Share comments and ideas in the Chat panel (send **“To: All panelist and attendees.”**)
- > Ask presenters questions in the Q&A panel
- > Recording will be available at the end of the month.

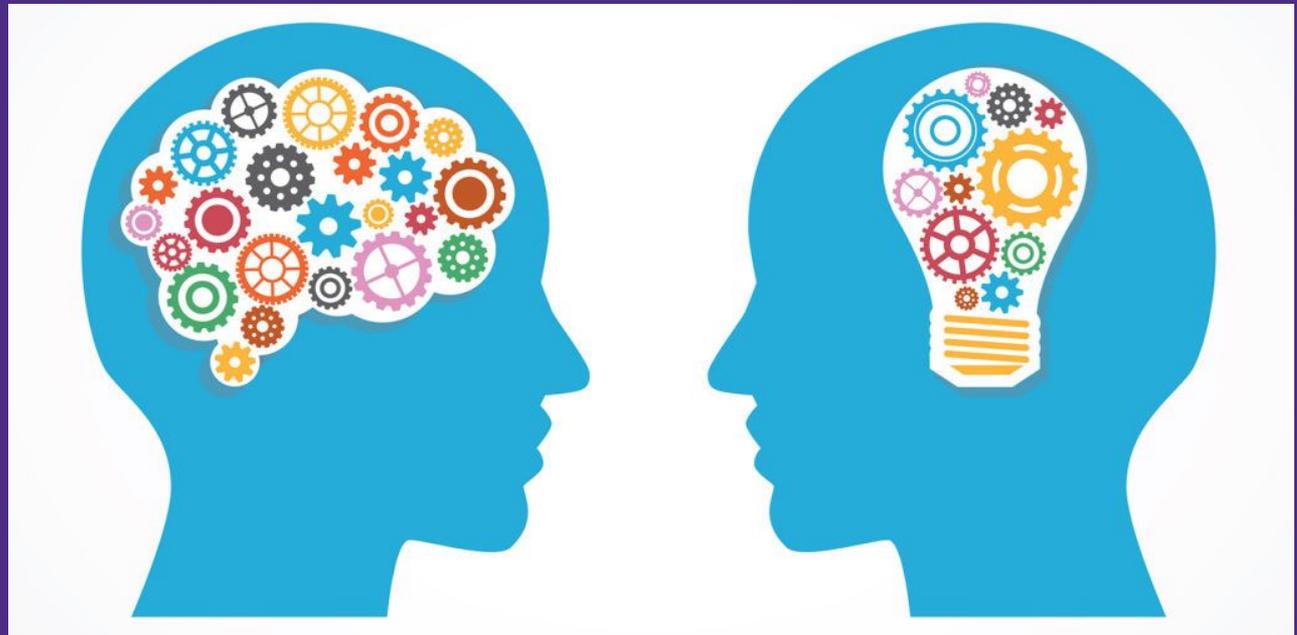


Comments

Questions

Webinar Etiquette

- Keep an open mind.
- Be an active participant.



Practice the Chat

What is something you want to learn today about Collaboration and Teaming that you can take back to your school (s)?





1 Center for Strengthening the Teaching Profession (CSTP)
Inclusionary Practices Project Lead

Statewide Professional Development

2

| District Leaders: | School Leaders: | Local School Boards: | Educators: | Education Support Personnel: | Families & Students: | Preservice Leaders: | Preservice Educators: |
|-------------------|------------------|----------------------|------------------|------------------------------|----------------------|---------------------|-----------------------|
| WASA, AESD | AWSP, AESD, CCTS | WASA | AWSP, AESD, CCTS | WEA, CCTS | OSPI | AWSP | OSPI |

3 UW Haring Center
Inclusion Facilitation

Inclusionary Demonstration Sites

Inclusion of Students with Significant Cognitive Disabilities (TIES Center)

4 Inclusionary Practices Pilot Sites

180 Schools in 90 Districts, serving over 15,000 students with disabilities!

5 University of Kansas

Research & Supports for Online/Virtual Specially Designed Instruction

Demonstration Sites Project Overview

- > 16 demonstration sites across the state of WA will be selected over the course of the next two years.



- > Demonstration sites will:
 - Serve as model sites for best practices in inclusive education.
 - Showcase implementation of high leverage practices.
 - Invite and host members of the community to see practices in action.
 - Continue to build inclusive culture by refining practices.
 - Increase equitable learning for all students.

Founding Principles

- > **Inclusion is a shift in culture, philosophy and teaching practices .**
- > In every school, there are effective practices and supports that can work for all students.
- > All schools are on a path of continuous improvement.
 - > Learning from the implementation of best practices can transfer to planning and development in our own learning environments.
- > Strong sustainability is promoted through strong partnerships with key stakeholders.
- > Innovative site-based leadership leads to increased effectiveness.

Demonstration Site Goals

1. Provide an action-oriented and **transformational learning** experience for visitors .
2. Allow schools to **tell their stories** about best practices, systems, and processes that drive student success.
3. Create professional **peer-learning communities** where educators support educators, contributing to a culture of teacher-leaders.
4. **Support schools** so they can continue to strengthen practices, outcomes, and an inclusive culture.
5. Contribute to **system-wide efforts** that achieve equitable outcomes for all students.

Demonstration Site Goals, cont.

6. Influence a **culture of collaboration** across schools in the state of Washington.
7. Use an **asset-minded approach** to interrupt existing biases that have historically created barriers for student success.
8. Provide **key takeaways** for school leaders looking to replicate inclusive practices and make them their own.
9. Improve social and academic **outcomes for students** with and without disabilities.
10. Determine the information, tools, and supports schools need to build, implement, and **sustain an inclusive model**.

The Journey Continued

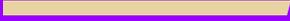
- > Demonstration Sites are on a continuous journey towards building inclusive schools and communities.
- > Many high stakes inclusionary practices go into actualizing what inclusion means for educators, families and most importantly students.

Questions and Polling 1

Who's here?

- Administrator
- Counselor
- Teacher
- Parent
- ESD
- District
- Specialist
- Community Based Organization
- Paraprofessional
- Other

END UW INTRO



Who is presenting today?



Sandie Birley
Special Services Director



Kelsey Cleveland
TMS Vice Principal



Megan Sommarstrom
TMS School Psychologist



Kim Williams
Special Education
Instructional Coach



Brenda Edwards
TMS Inclusion
Specialist

Toppenish Middle School



TMS

> School Demographics:

- Low-Income, 92%
- ELL, 37.3%
- Students with Disabilities, 14.4%
- Student Demographics
 - > Hispanic/Latino, 83.7%
 - > American Indian/Alaskan Native, 12.7%
 - > White, 1.7%
 - > Two or More Races, 1.5%
 - > Asian, 0.2%
 - > Black/African American, 0.2%



Highlighting the following Inclusionary Practices

- > Collaboration
- > Also
 - Inclusive Mission and Vision
 - Differentiated Curriculum Planning and Instruction



Background Information

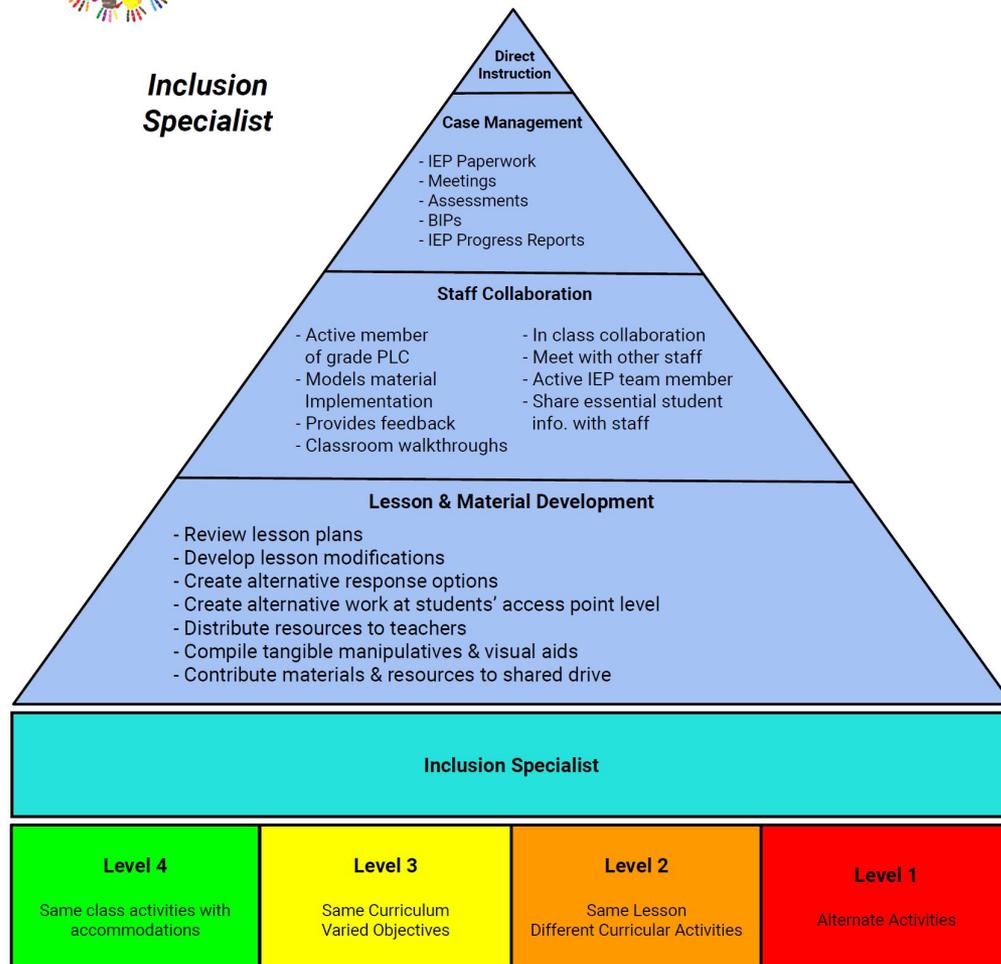
- > **Toppenish School District is inclusive Pre K-12th**
 - **Featuring Toppenish Middle School, as one of 8 schools in the district delivering inclusive services to students.**
 - **Continuous process**
 - > **Requires maintenance**
 - > **Team-work**
 - > **Training**
 - > **Patience**

Background Information

- > We do not participate in a co-teaching model
- > Re-creation of the Special Education Role



TMS Special Education Inclusion
Revised 6/2020



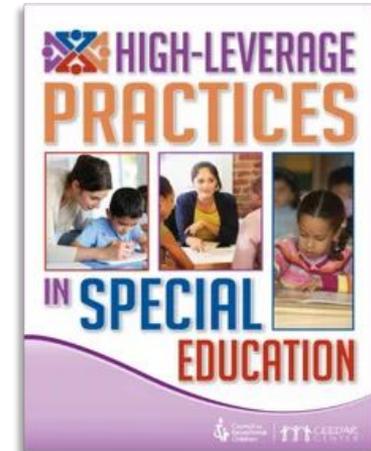
Collaboration

- > **Inclusive Education is not anyone's "job"**
- > **Inclusive Education is a civil right and the morality is shared by all**
- > **Not something that can be implemented in isolation**
- > **Takes time - days, months, years**



High Leverage Practice

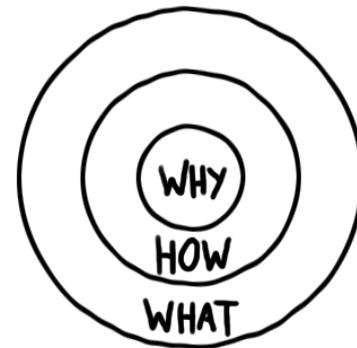
- > **HLP 1: Collaborate with professionals to increase student success.**



“Collaboration ... is necessary to support students’ learning toward measurable outcomes and to facilitate students’ social and emotional well-being across all school environments and instructional settings. Collaboration ... requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.”

Laying the Foundation

- > **Beginning with the WHY**
 - It was important for us to make sure everyone understood WHY we were doing this
 - Some things we did:
 - > Empathy Activities
 - > Personal Stories
 - > Shared District Student Data
 - > Videos
 - > Research



Assessing Needs

- > **Special Education Professionals & General Education Professionals have worked separately from each other for a long time**
- > **Must bring them together!**
- > **Barriers**
 - Language
 - Curriculum
 - Knowledge & Strategies
 - Assessment
 - Scheduling (RTI classes, core classes, common prep periods)

Bridging the Gap



- > **Changing the mindset**
 - Special education participating in planned and purposeful general education training
 - Special education training around curriculum modifications with technology to create respectful tasks
 - General education being provided training around students with disabilities, accommodations, & modifications
 - Shift away from these students are “yours” or “mine” to these are “our” students.
 - Primary vehicle for TMS collaboration has been Professional Learning Communities (PLCs)

Q&A #1

- > **What are some of the barriers that your school is facing as you start to build an inclusive culture?**

(Please share in the chat box)



Facilitating the Work

- > *Three key areas we have focused on:*
 - **Facilitating collaboration through grade level PLCs**
 - **Open and honest communication with content area teachers and inclusion specialists to create, refine, and implement respectful tasks**
 - **Willingness to come to the table**

PLCs

- > Meetings typically occur outside school hours (before or after) or during common prep periods
- > Training
 - Solution Tree
 - Norms/Agreements
- > Shared Folders in Google Drive, all grade levels
- > Data Cycles

Norms/Agreements

Team responsibilities

Facilitator

Minutes

Time keeper

Copies for lessons

RTI copies

|Kathy

Team Norms

1. NORMS/Professional Responsibilities:

- Start on time/end on time
- Come prepared
 - (eg. data, tasks assigned, agenda)
- Stay focused
 - (eg. no cell phones, side conversations, off-topic)
- Presume positive intentions
- 2 out of the 3 main core teachers (all 7th grade classes) must be present to calibrate the exit ticket and Summative test.

Purposeful Conversations

- > *Four Key Questions our PLC's focus on:*
 - What do we expect students to learn?
 - How do we know if they have learned it?
 - How do we respond when they did not learn it?
 - How do we respond when they already learned it?

Team Analysis of Common Assessments (TACA)

Teacher: _____ Grade Level(s): _____

Subject Area: _____ Assessment title: _____

Power Standard(s) and/or Learning Targets Measured:

| Questions:(with suggested discussion time) | Responses: |
|---|------------|
| In what areas did our students do well on this assessment? (3-4 min.) | |
| What instructional strategies helped our students? (N/A for Pre-assessments/pre-tests) (3-4 min.) | |
| What skills deficiencies do we see? (3-4 min.) | |
| What patterns do we see in the mistakes, and what do they tell us? (3-4 min.) | |
| Which students did not master essential standards and will need additional time and support? (On pre-assessments, which students appear to be at risk? IEPs? SOL's? EL?) (10-12 min.) | |
| What will we do if it is necessary to tweak/improve this assessment? (3-4 min) | |

| Proficiency Level | Intensive (1E's) | Strategic (1's) | Approaching Standard (2's) | Meeting Standard (3's & 4's) |
|------------------------|------------------|-----------------|----------------------------|------------------------------|
| Percentage of Students | | | | |

Data Cycles

Re-Thinking our Schedule

| | | | | | | | | | | | | | | |
|-------|--|----|----|-------|----|----|--|-----|----|--|----|-------|----|----|
| | | | | 6 ELA | 29 | | | RTI | 29 | | | 6 ELA | 29 | |
| | | | | 6 ELA | 29 | | | RTI | 29 | | | 6 ELA | 29 | |
| | | | | 6 ELA | 29 | | | RTI | 29 | | | 6 ELA | 29 | |
| | | | | 6 ELA | 29 | | | RTI | 29 | | | 6 ELA | 29 | |
| 7 ELA | | 29 | | RTI | | 29 | | | | | | RTI | | 29 |
| 7 ELA | | 29 | | RTI | | 29 | | | | | | RTI | | 29 |
| 7 ELA | | 29 | | RTI | | 29 | | | | | | RTI | | 29 |
| 7 ELA | | 29 | | RTI | | 29 | | | | | | RTI | | 29 |
| 8 ELA | | | 29 | | | | | RTI | | | 29 | 8 ELA | | |
| 8 ELA | | | 29 | | | | | RTI | | | 29 | 8 ELA | | |
| 8 ELA | | | 29 | | | | | RTI | | | 29 | 8 ELA | | |

Communication - Ongoing

- > **Open and Honest: Flipped Model**
 - SDI by General Education Teacher, Inclusion Special assist in designing accommodations/modifications)
- > **SDI (in RTI): Needs and how to help**
 - Creating materials & coming in to help reteach.
 - Materials: Practice packets on skill, flashcards w/answers, games, vocabulary cards, etc.
- > **Integration of tiered and modified assignments/tests into the classroom** (by whom, how, and when; it's okay to have different systems to meet different teacher preferences)

Communication - Ongoing

- > **With purpose (PLC vs. 1:1) and Alignment**
 - **Content:** Standard 1st, then scaffolding to it (use original document as base template) (*PLCs and 1:1 discussions*)
 - **Student Success:** Performance/behavior and how to revise: 1:1 discussions with teacher/list of students in classes
- > **Districtwide Approach:** Presume positive intentions is part of the PLC “card” at every meeting and on every agenda

Communication: Systems

Drive

Search in Drive

New

Priority

My Drive

Shared drives

Shared with me

Recent

Starred

Trash

Starred

Folders

- 6.2 Online Lesso...
- 6th Grade
- 6th modified scie...
- 7th grade caselo...
- 8th grade caselo...
- 8th Grade to 9th ...
- 8th science modi...
- 2019-2020 ELA
- 2019-2020 Histo...
- 2019-2020 SBG
- 2019-2020 Sped
- 2020-2021 Math
- Core 6th grde
- Deep Dive Inclusi...
- Edwards (LF)
- Math resources
- Modified
- Paws
- RTFI Reading Au...
- Templates
- Unit 1
- Unit 1 Tests
- Unit 2
- Unit 2 Tests

Shared with me > 2020-2021 Math > 6th Grade

Folders

- 6th grade Essential Stan...
- glad strategies
- Inclusion module 1
- Module 1
- Module 2
- Module 4
- Module 5
- Module 6
- RTI
- Scales

Communication: Systems Cont.

Shared with me > 2019-2020 ELA > 6th Grade > E.A.1.1

Name: _____ Date: _____ Period: _____

Form A: "The Jacket" Descriptive...

Name: _____ Date: _____ Period: _____

Form B: "The Jacket" Graphic Or...

| Type of Figurative Language | Example of Figurative Language | Describe the Effect | Explain how it affects the author's purpose |
|-----------------------------|---|---|--|
| metonymy | "Soto's jacket was the only thing that kept him warm in the cold winter." | It shows the cold weather in the story. | It is a metaphor for Soto's feelings about his jacket. |
| | | | |
| | | | |

Name: _____ Date: _____ Period: _____

Form A: "The Jacket" Questions

- Look at the opening sentence. How does the author engage and orient the reader? (RL.6.5)
- What is the point of view of this text? From whose perspective is it written? Cite evidence from the text in your answer. (RL.6.6)
- To show his hatred of his jacket, Soto exaggerates the effect of the jacket on his life. List some effects of the jacket by copying phrases directly from the story. (RL.6.1)

Name: _____ Date: _____ Period: _____

1.2 "The Circuit" Graphic...

| Character | Character's Role | Character's Perspective | Character's Impact |
|-----------|------------------|-------------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Form A: "The Jacket" Questio...

Form B: "The Jacket" Questio...

Form C: "The Jacket" Questio...

Name: _____ Date: _____ Period: _____

Form A: "The Jacket" Questions

- Look at the opening sentence. How does the author engage and orient the reader? (RL.6.5)
- What is the point of view of this text? From whose perspective is it written? Cite evidence from the text in your answer. (RL.6.6)
- To show his hatred of his jacket, Soto exaggerates the effect of the jacket on his life. List some effects of the jacket by copying phrases directly from the story. (RL.6.1)

Format each form as a "Header" to make easily accessible in one document

Communication: Systems Cont. (Lessons)

| Date | Skills, Strategies, Analysis | Success Criteria Formative Assessment Differentiation | | | | | | |
|-----------|---|--|------------|--------------------|--|--|--|--|
| 8/26 | <p>Target: 6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>Lesson 1.1 Steps:</p> <ol style="list-style-type: none"> 1. Read lesson notes to familiarize ourselves with ratios concepts, page 14. 2. Read Example 1 aloud and create a table to show <table border="1" data-bbox="266 651 693 751" style="margin: 10px auto;"> <thead> <tr> <th># of boys</th> <th># of girls</th> <th>Total # of players</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> 3. Example 2: class discussion on ratios page 16 using Sentence stems: <ol style="list-style-type: none"> a. For every _____, there is (are) _____. 4. Exercise 2 5. Closing: what is a ratio? How do we write ratios? And what are two quantities you would love to have in a ratio of 5:2 but hate to have in a ratio of 2: 5? | # of boys | # of girls | Total # of players | | | | <p>Success Criteria: I can:</p> <ul style="list-style-type: none"> • Write a ratio as an ordered pair of numbers. • Write ratios in 3 different forms. • Use words to describe a written ratio. <p>Exit Ticket: <u>Homework</u></p> <p>Lesson 1</p> |
| # of boys | # of girls | Total # of players | | | | | | |
| | | | | | | | | |
| 8/27 | <p>Target: 6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>Lesson 1.3</p> <ol style="list-style-type: none"> 1. Start with a think-pair-share using Exercise 2, refer to questions on page 29-30. 2. Exercise 3 using tape diagrams and ratio tables. 3. Exercise 4 as time allows. 4. Closing: ask students to share out how to create equivalent ratios. | <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use tape diagrams to show equivalent ratios. • I can use ratio tables to show equivalent ratios. <p>Exit Ticket: <u>Homework</u></p> <p>Lesson 3</p> | | | | | | |

From Module 1, this file is available to everyone

All curriculum is online and easily accessible for adding accommodations/modifications with screenshot extension (bookmark the curriculums for ease of access)

Communication Log

Middle School Inclusion Log

Please document services pushed into the classroom (materials developed and classroom teacher, coaching conversations, behavior supports created, etc.)

| Date | Service (Materials, Behavior Supports, etc.) | Classroom and/or Content Area | Notes | Staff Initials |
|---------|--|-------------------------------|---|----------------|
| 8/21/19 | Met with 1/2 Math and Science teachers | | Science- online and modify in class Math- need tiered levels | BE |
| 8/22/19 | Emailed lesson 1-tiered 1-4 modified | 6-8 Math | For Friday | BE |
| 8/23/19 | Emailed lesson 2-tiered 1/2 plus modified | 6-8 math | For Monday | BE |

Track of my day for supervisors & documentation of services

Formal, 1:1 Conversations and Follow-up

STUDENT SUPPORT PROCESS – Instructional Consultation

Student: _____ Teacher: _____ Consultant: _____

Date: _____

CONTRACTING

- Clarify consultation roles
- One-downs-man strategy
- Review confidentiality
- Place time boundaries
- Expectation of data collection
- Ask for contracting

Date: _____

PROBLEM IDENTIFICATION

- Academic/behavioral area
- Time of day/period
- Frequency – number of times
- Intensity – force, level of distraction
- Duration – length of time it lasts
- Latency – time between occurrences
- Absence of problem
- Baseline data

Target area (i.e. Student needs support in _____ [general area] as he/she demonstrates _____ [observable description])

Date: _____

INTERVENTION DESIGN & IMPLEMENTATION

- Goal setting – project/task based
- Interventions/strategies to implement
- Frequency of implementation
- Who implements
- Design with data based lens
- Data collection method – prog. monitor

Date: _____

INTERVENTION EVALUATION

- Integrity scale (1, 2, 3, 4, 5 fully)
- Outcome data
- Effectiveness (1, 2, 3, 4, 5)
- Changes needed
- Return to intervention design - modify

Date: _____

CLOSURE

- Check for other needs
- Thank for time

Willingness

- > **Trust:** Presume positive intentions, give input and listen to others' input (open mind), data-based (how students are performing), follow-through, follow-up: adjust as needed based on student performance/teacher preferences
- > **Non-evaluative:**
 - **UDL-** Focus is on barriers the curriculum has and how to overcome those

Inclusion Specialist as part of online math class: Using Google Forms with embedded videos and images for lesson scaffolding, as well as error feedback for incorrect answers



BRENDA EDWARDS posted a new assignment: Substitution Practice-Google Forms
May 26 (Edited May 26)



KENNEDY RODRIGUEZ posted a new assignment: Substitution- System of Equations
May 26

Willingness

> Setting aside Differences: From Mrs. Rodriguez, 8th Grade Math Teacher:

2 students had gone through tiered and modified WS and were using modified packets

Routine of weekly M-F packets with meeting on Friday to ascertain content for next week

*“As I just came back from maternity leave I entered a classroom that **changed the dynamics of teaching**. It was challenging to adjust at the beginning because **I missed a lot**. However, once I got in the groove of things I was able to keep open communication with our Specialist Brenda on how we can take the math curriculum and differentiate the skills to fit the level of the individual students. Once you are able to trust in the process and keep an open mind, differentiating for inclusion becomes natural through individualized instruction throughout the lesson to differentiated worksheets/work for the students.”*

Willingness: Cont. Time to Adjust

(ELA/science)

Name: _____ Date: _____ Period: _____

Form A: "The Jacket" Questions

1. Look at the opening sentence. How does the author engage and orient the reader? (RL.6.5)

Form A: Just the question with a blank space for the answer

Name: _____ Date: _____ Period: _____

Form B: "The Jacket" Questions

1. Look at the opening sentence. How does the author engage and orient the reader? (RL.6.5)
The author engages and orients the reader by saying _____

Form B: Sentence frames to help with appropriate use of expressive language (near grade level)

Name: _____ Date: _____ Period: _____

Form C: "The Jacket" Questions

1. Look at the opening sentence. How does the author engage and orient the reader? (RL.6.5)
Word Bank: clothes like me
When the author writes, "My clothes have failed _____," I know the story is going to be about how he does not _____ his _____.

Form C: Word banks for demonstration of receptive content knowledge (well below grade level; at MS, <3rd grade) (had a Form D-matching, for 2 students at K level)

Willingness: Time to Adjust (Math)

A STORY OF RATIOS

Lesson 10 6•1

Name _____ Period _____ Date _____ T

Problem Set

- 1.
- Create a ratio table for making lemonade with a lemon juice-to-water ratio of 1:3. Show how much lemon juice would be needed if you use 36 cups of water to make lemonade.
 - How is the value of the ratio used to create the table?

| juice | water |
|-------|-------|
| 1x3= | 3 |
| 2x3= | 6 |
| 3x3= | |

Name _____ Date _____ T

Lesson 10: The Structure of Ratio Tables—Additive and Multiplicative

Exit Ticket

Show more than one way you could use the structure of the table to find the unknown value. Fill in the unknown values.

| Number of Weeks | Amount of Money in Account |
|-----------------|----------------------------|
| 2 | \$350 |
| 4 | \$700 |
| 6 | \$1,050 |
| 8 | |
| 10 | \$4,200 |

Tiered practice and tiered exit ticket.
Scaffolding the same questions as the regular assignment.

Willingness-Time to Adjust (Math, cont)

| | |
|----|----|
| 11 | 33 |
| 12 | 36 |

36 cups is your answer

1. When there are 12 cups of juice, how much water is there? _____
2. This means that for every _____ cups of juice, there are _____ cups of water.
3. What is there more of in this recipe: juice or water? Circle the correct answer (bigger number)
 - a. 12 cups of juice or
 - b. 36 cups of water

Interpret the table by answering the questions below.

| Number of Weeks | Amount of Money in Account |
|-----------------|----------------------------|
| 2 | \$350 |
| 4 | \$700 |
| 6 | \$1,050 |
| 8 | \$2,100 |
| 10 | \$4,200 |

1. If you worked 2 weeks, how much money would you have? _____
2. If you worked 4 weeks, how much money would you have? _____

Modified (M) practice and modified exit ticket:
Same content but boxes filled in and emphasis is on understanding how to read the table and what each column means.

Willingness Cont.

Doubly Modified: Same content but emphasis is on how to write the ratios 3 different ways (as taught during previous lessons)

- a. Create a ratio table for making lemonade with a lemon juice-to-water ratio of 1:3. Show how much less juice would be needed if you use 36 cups of water to make lemonade.
 b. How is the value of the ratio used to create the table?

| juice | water |
|-------|-------|
| 1 | 3 |
| 2 | 6 |
| 4 | 12 |
| 8 | 24 |
| 12 | 36 |

1. The ratio of juice to water is 1 to 3. Write 1 to 3 two different ways.

a. _____ : _____

b. _____

2. Draw the ratio of 1 cup juice to 3 cups water

1 cup juice: _____

3 cups of water: _____

Name _____ Date _____ MM

Lesson 10: The Structure of Ratio Tables—Additive and Multiplicative

Exit Ticket

Write ratios for the table below.

| Number of Weeks | Amount of Money in Account |
|-----------------|----------------------------|
| 2 | \$350 |
| 4 | \$700 |
| 6 | \$1,050 |
| 8 | \$2,100 |
| 10 | \$4,200 |

Assignment looks just like other students' using screenshot extension on Slides

1. The ratio of weeks to money is 2 : 350. Write the ratio two different ways:

a. _____ to _____

b. _____

2. The ratio of weeks to money is 6/ \$1050. Write the ratio two different ways:

c. _____ to _____

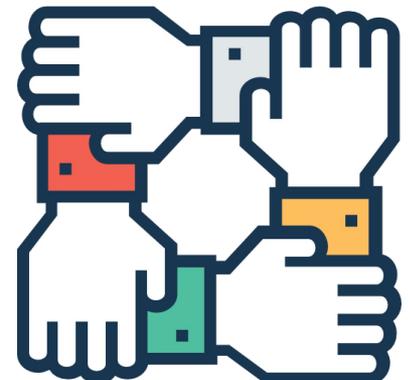
| Date | CCSS, Target, Success Criteria, Lesson Activities |
|---|--|
| Standard | CCSS: CCSS.MATH.CONTENT.8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. |
| 02/03/20 Module 3 L.1 | CCSS: 8.G.A.3 Learning Target: SWBAT Define dilation and its properties Success Criteria: I know I've mastered the target when... <ul style="list-style-type: none"> • I can distinguish if two images are a dilation or not Lesson Activities: Journal notes, Exploratory Challenge #1, Exercises 1-6 |
| 02/04/20 L.2 | CCSS: 8.G.A.3 Learning Target: SWBAT dilate a given figure Success Criteria: I know I've mastered the target when... <ul style="list-style-type: none"> • I can dilate a given image Lesson Activities: Journal notes, Examples 1-3, Exercises 1 |
| 02/05/20 L.3 | CCSS: 8.G.A.3 Learning Target: SWBAT Dilate non-straight edged images Success Criteria: I know I've mastered the target when... <ul style="list-style-type: none"> • I can justify how many points are needed to dilate a curved shape • I can dilate the shape given Lesson Activities: Example 1,3, and problem set 1 |

Google Classroom/ Organization

Q&A #2

- > **What opportunities exist within your school for teams to work together?**
- > **What questions do you have for us around our ability to provide time for teaming and collaboration?**

(Please share in the chat box)



Tools to Assist Teams

- > **Inclusion Summary Sheets**
- > **Continuum of Supports**
- > **Parent Rights Booklet**



Inclusion Summary Sheets

- > Described student cognitive processes
- > Present levels of performance
- > Academic implications
- > Strategies for the classroom
- > IEP Accommodations

Toppenish Middle School

INCLUSION SUMMARY REPORT

Student: _____ Grade: _____ DOB: _____ Report Date: _____

Disability: **Specific Learning Disability (SLD)** Academic Area: _____

Cognitive processing areas help us understand information from the world around us. A **Specific Learning Disability** is when a deficit is present in a cognitive processing area which may impact the ability to: listen, think, speak, read, write, spell, or do math calculations. See below for the implications of SLD for _____

COGNITIVE IMPLICATIONS

| Interpretation Guide | | | | | |
|---|------------------------------|----------------------|------------------------------------|---------------------------------|-----------------------------|
| Significantly Below Average (60-85) | Below Expected Level (70-85) | Slightly Low (80-85) | Average and Slightly High (85-100) | Slightly Above Average (90-100) | Well Above Average (95-100) |
| Student's Overall Cognitive Potential , on a less language loaded assessment that involved mainly visual and fluid reasoning/problem solving, was in the Slightly Low Average Level . Overall Cognitive Potential when including tasks that required processing higher levels of language, performed Below Expected level. This can be explained by a deficit in verbal reasoning ; demonstrated Significantly Below Average skills. Therefore, complex verbal instructions alone may be difficult, but with the support of visual-memory skills pairing information will likely make instruction more easily accessible. Visual processing was a relative strength for demonstrated Average (100) abilities. Visual processing is the ability to perceive, analyze, and think with visual patterns, including the ability to store and recall visual representations. ability to problem solve visually was in the Below Expected level. | | | | | |

ACADEMIC IMPLICATIONS

_____ demonstrated inadequate achievement in the following academic areas:

| Math Calculation | Basic Reading Skills | Listening Comprehension | Communication |
|----------------------|-----------------------|-------------------------|--------------------|
| Math Problem Solving | Reading Comprehension | Reading Fluency Skills | Written Expression |

- Currently in resource room for reading, inclusion for math.
- Most recent grade equivalency district records available per STAR assessment:
 - STAR Math: _____
 - STAR Reading: _____
- ELL use GLAD strategies - Use Spanish as a tool by teaching cognate searches (same sounding words in English/Spanish with same meaning, i.e. analyze/analizar). This promotes language transfer & association. Use running cognate poster that student's add to with related vocabulary - give prize points for finding a cognate.

TEACHING STRATEGIES RELATED TO DISABILITY

- Due to low verbal reasoning, consider using verbal charts such as bloom taxonomy to scaffold vocabulary.
- Teach how to use word maps or context clues to learn meaning of words or phrases. First teach explicitly and teach to ask "what word does this sound like?" "Does it sound like a Spanish word?"
- Use of visuals, pictures, gestures, graphic organizers will further support strength in visual processing.
- Depend on stronger skill set (visual processing & fluid reasoning) - provide visuals, use hand movements, write down sequences/numbers for instructions or parts of a story, have draw pictures in notes.

IEP ACCOMMODATIONS

| | |
|---|---|
| <ul style="list-style-type: none"> Presentation <ul style="list-style-type: none"> Shortened assignments Read class materials orally Rephrase questions and/or directions Simplify text wording Assign peer tutor/note taker Timing/scheduling Extra time to complete assignments, tests/quizzes | <ul style="list-style-type: none"> Setting <ul style="list-style-type: none"> Provide individualized/small group instruction Modify/repeat/model directions Response <ul style="list-style-type: none"> Allow dictation to a scribe Speech-to-text Other Modified grading |
|---|---|

1st Version

*Inclusion Summary Sheets are a snapshot in time based on the evaluation(s) completed. This record is **CONFIDENTIAL** and for student/EP Team members only. Do not provide copies to staff for working with the student. Confidential saved this document when no longer a member of this student's IEP Team.

Student Name: _____

Date of Birth: _____

Report Date: _____

Based on Evaluation(s) Dated: _____

Disabling Condition: Reading Writing Math Social Skills

Area of Service: Adaptive Skills Speech OT PT

Evaluation Overview

*NA refers to 'Not Assessed'

| Test | Standard Score | Low | | Below Average | | Average | | Above Average | |
|---------------------------------------|----------------|-------|-------|---------------|--------|---------|---------|---------------|---|
| | | 40-55 | 55-70 | 70-85 | 85-100 | 100-115 | 115-130 | 130-145 | |
| Verbal Ability/Crystallized Knowledge | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Fluid Reasoning | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Short Term Memory | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Long Term Memory | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Processing Speed | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Auditory Processing | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Visual Processing | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Basic Reading | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Reading Comprehension | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Math Calculation | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Math Problem Solving | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Written Expression | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Basic Writing Skills | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Does the student take ELPS 2.1? Yes No

Additional Information

2nd Version



Student Name: Elsa of Arendelle

Date of Birth: 12/22/2005

Report Date: 5/19/20

Based on Evaluation(s) Dated: 5/18/17 & 4/10/20

Eligibility: Specific Learning Disability (SLD)

Areas of Service:

- Reading Writing Math Social Skills
 Adaptive Skills Speech OT PT

Evaluation Overview

*N/A refers to "Not Assessed"

| | | Low | Below Average | | Average | | Above Average | | | |
|---------------------------------------|-----------|---|---------------|----|---------|-----|---------------|-----|------|--|
| Standard Score | | 40 | 55 | 70 | 85 | 100 | 115 | 130 | 145 | |
| Scaled Score | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Percentile | | <0.1 | 0.1 | 2 | 15 | 50 | 84 | 98 | 99.9 | |
| Test - KABC-II NJI | Eval Date | Standard Score | | | | | | | | |
| Verbal Ability/Crystallized Knowledge | NA | NA | | | | | | | | |
| Fluid Reasoning | 4/10/20 | [Bar chart showing scores in the 'Below Average' range] | | | | | | | | |
| Short-Term Memory | 5/18/17 | [Bar chart showing scores in the 'Below Average' range] | | | | | | | | |
| Long-Term Memory | 4/10/20 | [Bar chart showing scores in the 'Below Average' range] | | | | | | | | |
| Processing Speed | NA | NA | | | | | | | | |
| Auditory Processing | 4/10/20 | [Bar chart showing scores in the 'Below Average' range] | | | | | | | | |
| Visual Processing | 5/18/17 | [Bar chart showing scores in the 'Below Average' range] | | | | | | | | |
| Basic Reading | NA | NA | | | | | | | | |
| Reading Comprehension | 4/10/20 | [Bar chart showing scores in the 'Below Average' range] | | | | | | | | |
| Math Calculations | NA | NA | | | | | | | | |
| Math Problem Solving | 4/10/20 | [Bar chart showing scores in the 'Below Average' range] | | | | | | | | |
| Written Expression | NA | NA | | | | | | | | |
| Basic Writing Skills | NA | NA | | | | | | | | |

Does the student take ELPA 21? Yes No

Areas of weakness:
Long-Term Memory (the ability to store information and use that information quickly and accurately at a later time) which may impact her ability to formulate quick responses, remember multi-step processes, and work with multiple concepts;
Auditory Processing (the ability to process and analyze what we hear) which may impact her ability to mentally discriminate between small sounds, sound out and acquire new words, and segment or blend sounds. It can also impact the ability to sustain attention during long lectures.

- Strategies to try:**
- Minimizing surrounding noise
 - Allow for a note card of equations on tests
 - Frequently review significant information
 - Provide a lesson outline before for her to fill in other information
 - Provide information visually
 - Providing ample time for a response
 - Teach memory aids (i.e. acronyms)
 - Teach memory aids (i.e. acronyms)

iReady Winter 2020
 Reading Overall 5
 PA- tested out, PH- tested out, Vocab- 3;
 Comp Lit- 7, Comp Info- 7

Math Overall 5
 Num Ops- 5, Alg- 5, Meas.- 5; Geo- 7

Elsa struggles with social anxiety and working in groups. It is helpful to prepare her for group work and allow her to pick who she works with. Elsa also struggles with perfectionism.

Inclusion Summary Sheets

Evaluation Overview

*N/A refers to "Not Assessed"

| | | Low | | | Below Average | | | Average | | | Above Average | | | | | | | | | | |
|---|-----------|----------------|------|-----|---------------|-----|-----|---------|-----|------|---------------|----|----|----|----|----|----|----|----|----|----|
| | | 40 | 55 | 70 | 85 | 100 | 115 | 130 | 145 | | | | | | | | | | | | |
| | | Scaled Score | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | | Percentile | <0.1 | 0.1 | 2 | 16 | 50 | 84 | 98 | 99.9 | | | | | | | | | | | |
| Test- KABC-II NU | Eval Date | Standard Score | | | | | | | | | | | | | | | | | | | |
|  Basic Reading | NA | | | | | | | | | | | | | | | | | | | | |
|  Reading Comprehension | 4/18/20 | | | | | | | | | | | | | | | | | | | | |

Does the student take ELPA 21? Yes No

Areas of weakness:

Long-term Memory (the ability to store information and use that information quickly and accurately at a later time) **which may impact her ability to formulate quick responses, remember multi-step processes, and work with multiple concepts;**
Auditory Processing (the ability to process and analyze what we hear) **which may impact her ability to mentally discriminate between small sounds, sound out and acquire new words, and segment or blend sounds. It can also impact the ability to sustain attention during long lectures.**

Strategies to try:

- Minimizing surrounding noise
- Allow for a note card of equations on tests
- Frequently review significant information
- Provide a lesson outline before for her to fill in other information
- Provide information visually
- Providing ample time for a response
- Teach memory aids (i.e. acronyms)

iReady Winter 2020

Reading Overall 5
 PA- tested out; PH- tested out; HFW- tested out; Vocab- 3;
 Comp Lit- 7; Comp Info- 7

Math Overall 5
 Num Ops- 6; Alg- 5; Meas.- 5; Geo- 7

Elsa struggles with social anxiety and working in groups. It is helpful to prepare her for group work and allow her to pick who she works with. Elsa also struggles with perfectionism.

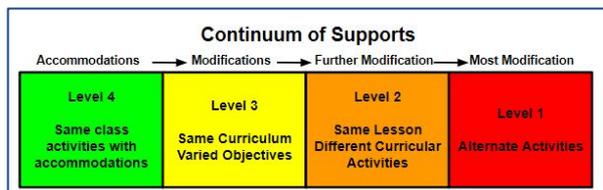
Instructional Strategies

Additional Information

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------|---------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  | Auditory Processing | 7/18/20 | | | | | | | | | | | | | | | | | | | | |
|  | Visual Processing | 5/18/17 | | | | | | | | | | | | | | | | | | | | |

Continuum of Supports

- > Helps us speak the same language when addressing student supports and needs.
- > Where do I go next?



Level 4: Using Accommodations

Accommodations = Support that is provided to the student so they are able to have access, understand, and participate at the same and/or similar level as their peers.

- If a student is not a good reader
 - Reading the material to them, having access to books on CD, peer tutor to read aloud for the group, software for read aloud, etc.
- If the student is not a good writer
 - Have students only write a response, assign a scribe (teacher/peer tutor), use dictation software, or using a computer to type, communicate that response through a picture, use sentence starters and fill in the blanks, etc.
- If the student is not good at math
 - Allow them use of a calculator, assign a peer tutor/work as a group, utilize manipulatives, and video walkthrough for the students to watch, create interactive/hands-on lessons as much as possible, etc.

Level 3: Modifying

Modifications = A support that changes the learning objective/outcome for the student.

| | | |
|---|---|---|
| Modifying the amount of work required | Modifying the assignment | Modifying the activity |
| <ul style="list-style-type: none"> - Strategically having the student complete 2 - Presenting the area of a chapter condensed - Writing 1 paragraph as opposed to 2, together - Having the student write the assignment and the student must include Learning Progression | <ul style="list-style-type: none"> - Creating a peer-support instead of writing a research paper - Presenting to the learner as opposed to presenting to the whole class - Having the student write the assignment and the student must include Learning Progression | <ul style="list-style-type: none"> - Adapting the work to transform the activity into a traditional assignment. - Utilizing online programs like XOs to present interactive content and some down to the students' ZPO. |

1st Version

Continuum of Supports

Accommodations → Modifications → Further Modification → Most Modification

| | | | |
|---|---|---|--|
| Level 4 Same class activities with accommodations | Level 3 Same Curriculum Varied Objectives | Level 2 Same Lesson Different Curricular Activities | Level 1 Alternate Activities |
|---|---|---|--|

Accommodations are supports that are added for the student so they are able to have access, understand, and participate at the same and/or similar level as their peers.

Level 4: Same Grade Level Outcomes

Level 3: Same Class Activities with Accommodations

Level 2: Same Lesson, Different Curricular Activities

Level 1: Alternate Activities

Modifying through Curriculum Overloading

I need an Access Point! Will other activity work? Let's try the book!

Most Modification: Separate Group or Activity within the General Education Classroom

Alternative Activities

I can't wait for the teacher, wait a minute or try myself.

My class is in the SAME room, at the SAME level.

Alternative Activities

2nd Version

Continuum of Supports

The Continuum of Supports is a tool to assist in planning and executing student learning tasks. Learning is flexible. Students exhibit various strengths and weaknesses throughout their educational careers. We can find access points along this continuum to help them make their own individual growth.

Level 6
Same class activities with extension and depth of learning (PCCSP)

Level 5
General Education Expectations (Tier 1, 2, & 3)

Level 4
Same class activities with accommodations

Level 3
Same Curriculum Varied Objectives

Level 2
Same Lesson Different Curricular Activities

Level 1
Alternate Activities

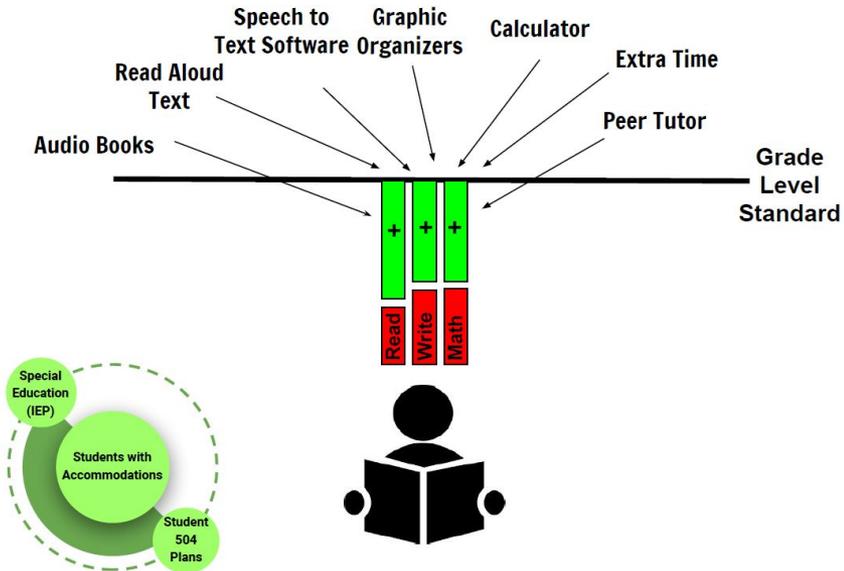
"We do what's best for kids."

3rd Version

Level 4

Accommodations are supports that are **added** for the student so they are able to have access, understand, and participate at the same and/or similar level as their peers.

+ Support = Same Grade Level Outcome



“Add to”

Examples of Common Accommodations:

- Learn content from audiobooks, movies, videos, and digital media instead of reading print versions.
- Work with fewer items per page or line and/or materials in a larger print size.
- Be given an outline of a lesson.
- Be given a written or visual list of instructions.
- Give responses in a form (oral or written) that's easier for them.
- Work or take a test in a different setting, such as a quiet room with few distractions.
- Use sensory tools such as an exercise band that can be looped around a chair's legs.
- Take more time to complete a task or a test.

Level 3

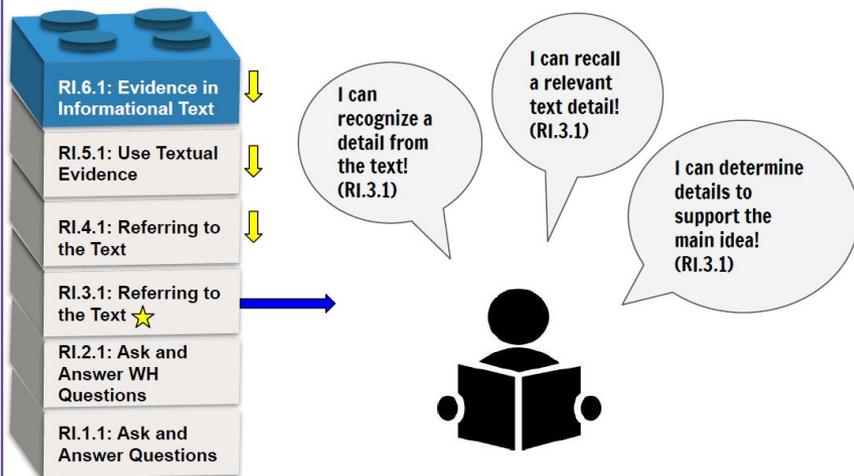
A **Modification** is a support that **changes** the learning objective and/or outcome for the student.

Determine → What Standard am I Measuring?

CCSS.ELA-LITERACY.RI.6.1

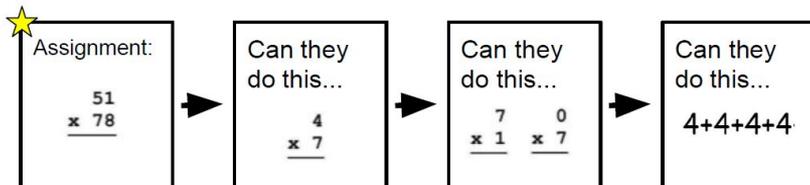
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

What does that standard look like at my students' instructional level?
What work should I expect?



“Same, Same”

Think about learning progressions and prerequisite skills:



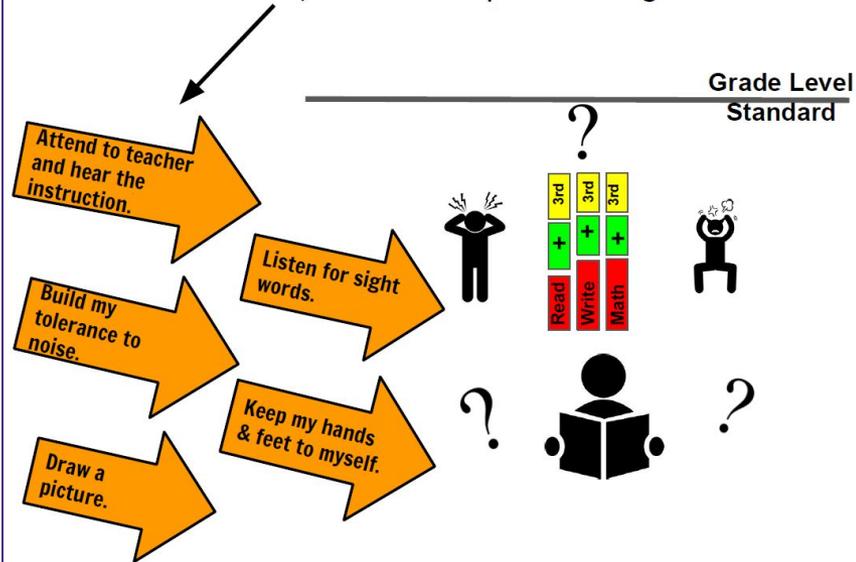


More **Modification.**

I Need an Access Point!

Is there something preventing me from learning?

What other activity could I complete during the lesson?



“Same, Different”

Most Common:

- Improving social skills.
- Improving behavior targets.

What other tasks can the student do?

- Keep hands and feet to themselves.
- Practice regulation strategies.
- Stay in seat.
- Refrain from yelling at peer buddy.
- Perform a classroom job.



Most **Modification**.

Alternate Activities

I can work with the teacher, with a friend, in a group, or by myself.



*Could be an individual schedule of activities, task boxes, life skills routine, etc.

Alternate Schedule of Activities:

- Picture schedule of activities 1-5.
- Paper/pencil assignment.
- iPad or Chromebook assignment.
- Individual routine.
- Life skills activities.
- Job and/or vocational skills routine.
- Sensory break.

“Different, Different”

Building Understanding

- > Placement along the continuum is fluid
- > Multiple ways to practice it
 - 1:1/Small Group/Large Group
 - PD using video clips
- > Inclusion walkthroughs
 - Calibrate our lens
- > Student planning document



2nd Grade Math Lesson

<https://www.youtube.com/watch?v=KRgIxK0WNis>

What could this lesson look like at a

Level 4?

Level 3?

Level 2?

Level 1?

| Student SOI Planning/Tracking | |
|---|--------------|
| Name: _____ | Grade: _____ |
| LEVEL 4 Independent Collaborative | |
| LEVEL 3 Some Guidance by the Teacher | |
| LEVEL 2 Some Guidance by the Teacher | |
| LEVEL 1 Independent | |

Parent Rights Booklet

- Cover Sheet: Procedural Safeguards
- Parent Education

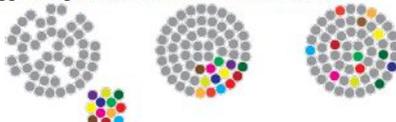
Inclusive Education for All. We do what's best for kids!



My Special Education Case Manager is:
Name: _____
If you have questions, I can be reached at:
Phone: _____

Inclusion is:
Students with disabilities learning alongside their non-disabled peers through the use of specially designed instruction in the classroom.

- Students are not pulled from their classrooms to receive extra support.
- Extra support is provided to them in their classrooms.



Separation Integration Inclusion



IEP TEAM

PARENTS/
GUARDIANS

SPECIAL
EDUCATOR

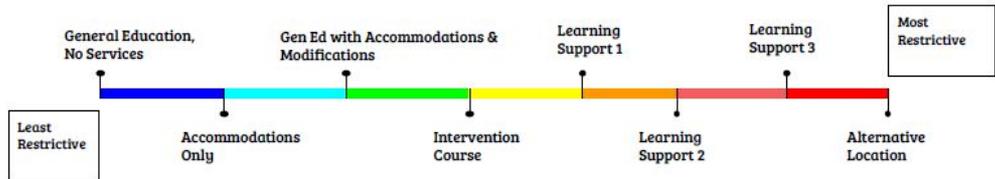
GENERAL
EDUCATOR

**LEA REP

STUDENT

*Other Members (Optional): SLP, OT, PT, Counselor, Agency, Service Provider.
**LEA REP: District Administrator, School Psychologist, or Special Services Designee.

Where will the student receive support?



Least Restrictive

General Education, No Services

Gen Ed with Accommodations & Modifications

Learning Support 1

Learning Support 3

Most Restrictive

Accommodations Only

Intervention Course

Learning Support 2

Alternative Location

Q&A #3

- > What questions do you have around the tools we shared today?
- > How could these tools help to enhance your inclusive practice?

(Please share in the chat box)



Collaboration

- > This work cannot be done in isolation
- > High Leverage Practice
- > Requires
 - Time
 - Purposeful conversations
 - Trust, honesty, high expectations
- > May need to increase adult background knowledge
- > Tools can be helpful



Continuous Path of Improvement

- > Districtwide Collaboration**
- > Professional Development**
 - Inclusionary Practices**
 - Coaching Conversations**
 - Co-Planning**
 - Content/Curriculum**
- > Reflection & Adjustment**

Questions: *Please share your answers in the CHAT box.*

- 1. What have you heard today that demonstrates that collaboration and teaming are essential practices for inclusive schools?**
- 2. From what you learned today, what are some initial steps you can take and apply in your buildings?**

Contact Us!



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Brenda Edwards
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To learn more about the Demonstration Sites Project

> Please visit:

<https://haringcenter.org/pdu-demo-sites/>

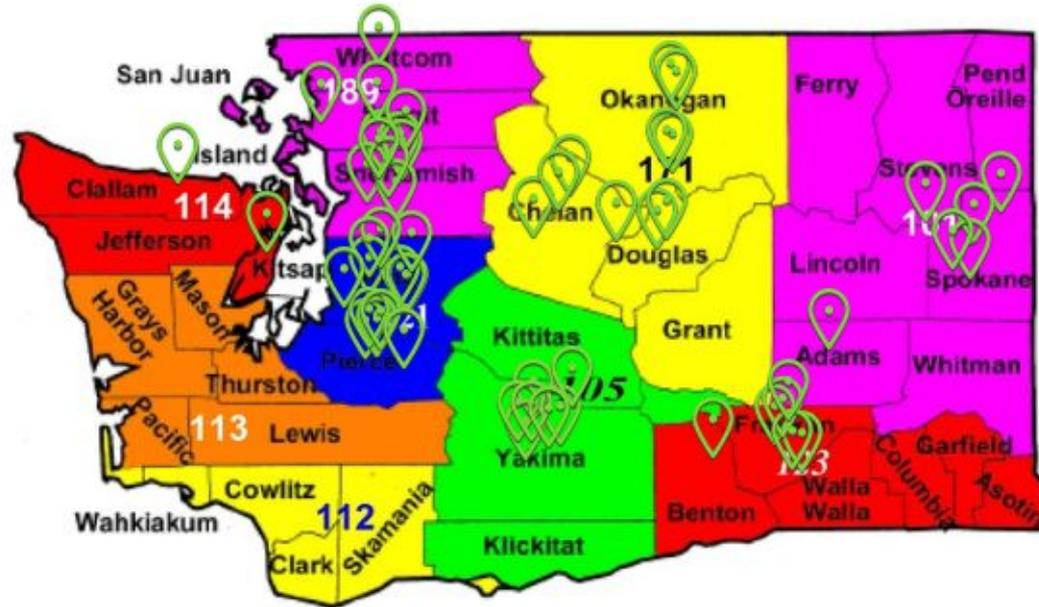
<https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project>

> Or email, uwdemosites@uw.edu

Respond at [PollEv.com/uwharingcenter](https://www.PollEv.com/uwharingcenter)

W Where are you joining us from today?

EDUCATIONAL SERVICE DISTRICT REGIONS



Total Results: 56

Evaluation and Clock Hours

Google Form

https://docs.google.com/forms/d/e/1FAIpQLSfhsiGmE2PmeAxcXxbq1YMkx_9JPLYXSmBiFxEth-10f7vT_A/viewform

A link to this evaluation form has been emailed to all participants.

Clock Hour Forms have been emailed to all participants.

Thanks to our partners



OSPI

