



Demonstration Sites Project

Virtual Site Visit

Toppenish Middle School

Toppenish School District



UNIVERSITY *of* WASHINGTON

HARING CENTER

FOR INCLUSIVE EDUCATION





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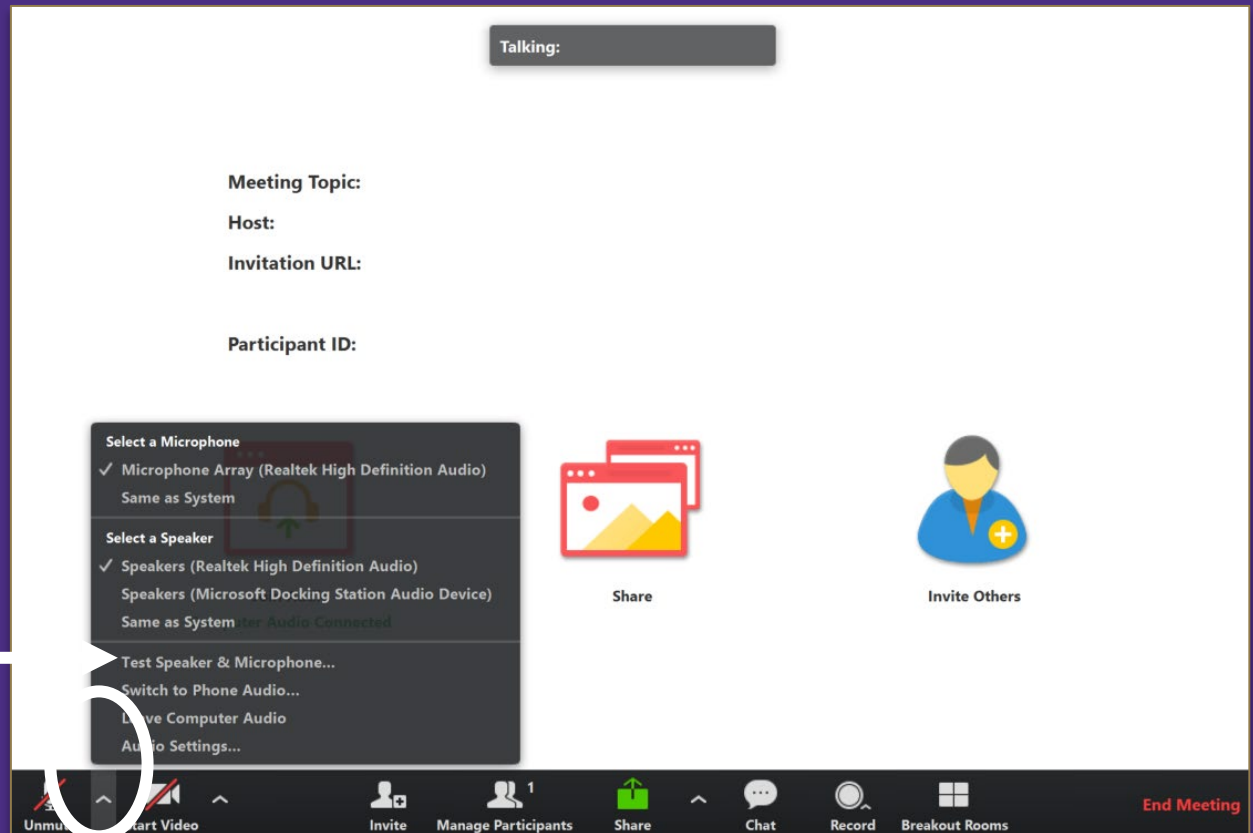
Molly Lyman
UW Haring Center
Program Coordinator

Sound Check

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

Let us know you can hear us in the chat!

Test Audio





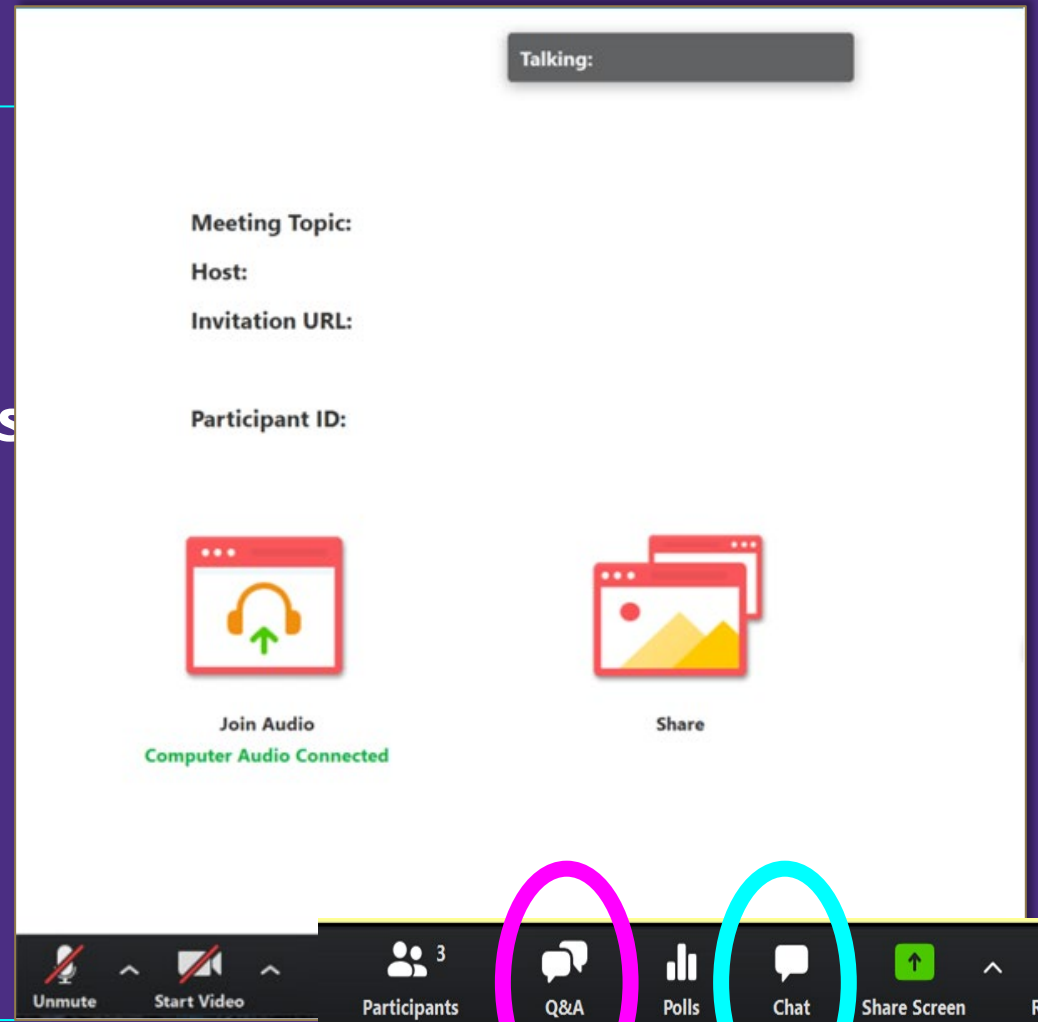
Getting Started

- **Connection to Audio**
- **Sound Check**
- **Ready to participate**
- **Webinar Etiquette**



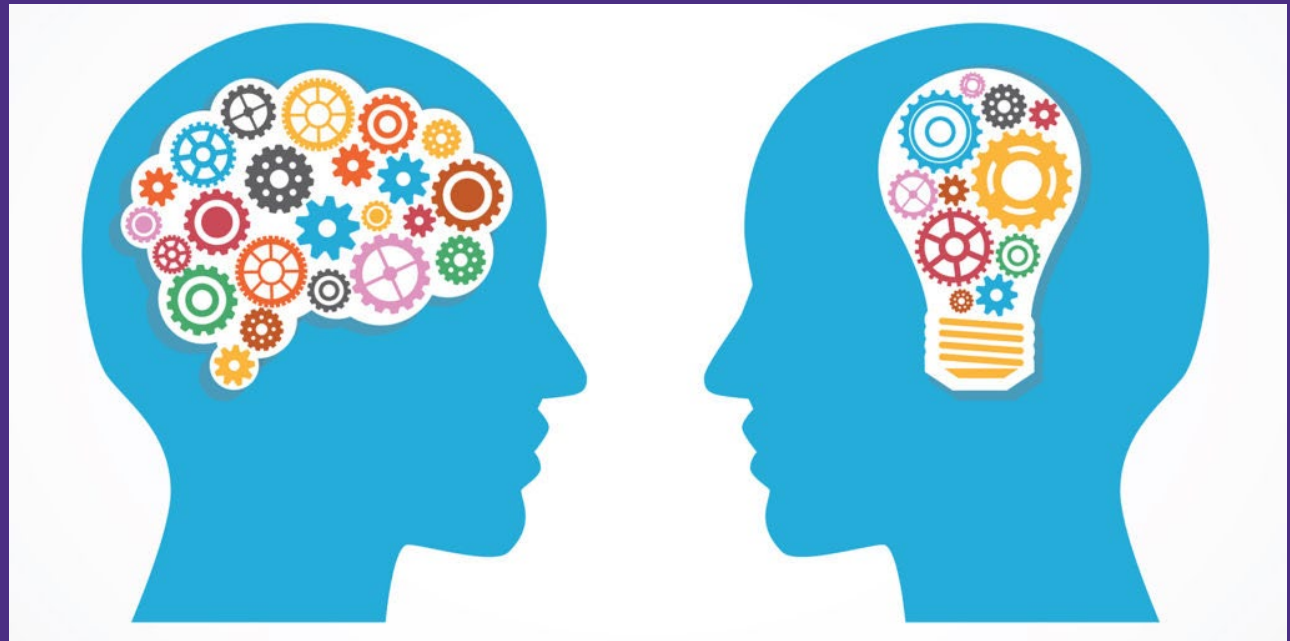
How to participate

- > Share comments and ideas in the Chat panel (send to "All")
- > Ask presenters questions in the Q&A panel
- > Recording will be available at the end of the month.



Webinar Etiquette

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





Please have your impact form ready

> You should have answered the following questions:

1. What are your schools inclusionary practices/needs that you hope to have addressed during the webinar today?
Consider the needs of—students, teachers, community, professional learning.
1. What is the impact you hope to have by bringing back what you learn to your school community?
Connect this to the needs you are looking to address.
1. What are the questions you want to explore today?
Think about personal experiences from your building.



Here is your impact form



OBSERVATION/IMPACT FORM

NAME

DEMONSTRATION HOST SITE

SCHOOL/ROLE

DATE

I found this visit valuable

1 2 3 4 5 6
NOT AT ALL SOMEWHAT VERY

PRE-OBSERVATION PLANNING:

1. What are your schools inclusionary practices needs that you hope to have addressed during your webinar today?
(consider the needs of-students, teachers, community, professional learning)

2. What is the impact you hope to have today by bringing back what you learn to your school community?
(connect this to the needs you are looking to address)

3. What are the questions you want to explore today? (think about personal experiences from your building)



Page 2: Your takeaways

WHAT ARE YOU LEARNING ABOUT INCLUSIONARY PRACTICES?

4. What do you hear students doing?

5. What do you hear teachers doing?

6. What instructional methods/materials are being used?

7. What are the systems, culture or leadership practices you see to support inclusive education?

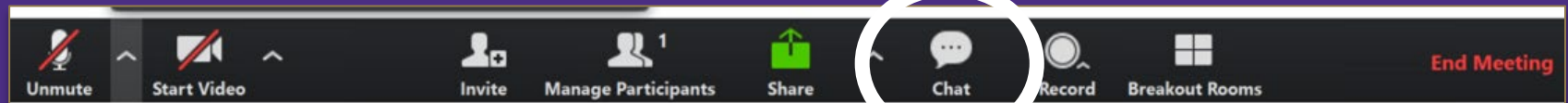
8. What are the initial steps you can take from what you learned to support inclusionary practices in your school?





Practice the Chat

- > From your impact form, please share, an answer about what impact you hope today's webinar will have on your schools inclusionary practices.



Inclusionary Practices Partnerships



Washington Office of Superintendent of
PUBLIC INSTRUCTION



1

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

2

Statewide Professional Development

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 cultural initiative.**
- > In every school, there are effective practices and supports that can work for all students.
- > All schools are on a path of continuous improvement.
- > Outcomes of implementation of best practices transfers 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 .
 1. Allow schools to **tell their stories** about best practices, systems, and processes that drive student success.
 1. Create professional **peer-learning communities** where educators support educators, contributing to a culture of teacher-leaders.
 1. **Support schools** so they can continue to strengthen practices, outcomes, and an inclusive culture.
 1. 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.**





Questions and Polling 1

Who's here?

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



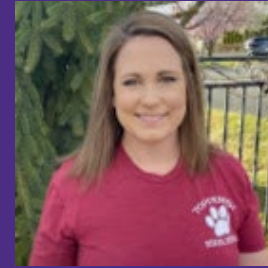
Who is presenting today?



Sandie Birley
Special Services
Director



Ruben Saldivar
TMS Principal



Kelsey Cleveland
TMS Vice Principal



Kim Williams
Special Education
Instructional
Coach



Yolanda Rios
TMS Math Teacher



Xavier Stage
TMS Math
Teacher



Robert Harris
TMS Inclusion
Specialist



Brenda Edwards
TMS Inclusion
Specialist



Introducing


- > **Toppenish Middle School**
- > **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

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

 <p>Toppenish School District Special Services Department</p>	<p>Our Mission...</p> <p>Inclusive education for all.</p>		
	<p>Our Vision...</p> <p>Collaborating to maximize student growth and equity through differentiated education.</p>		
<p>Continuum of Supports</p>	<p>Implemented Best Practices</p>	<p>Educational Collaboration</p>	<p>Strengths Based Teaming</p>





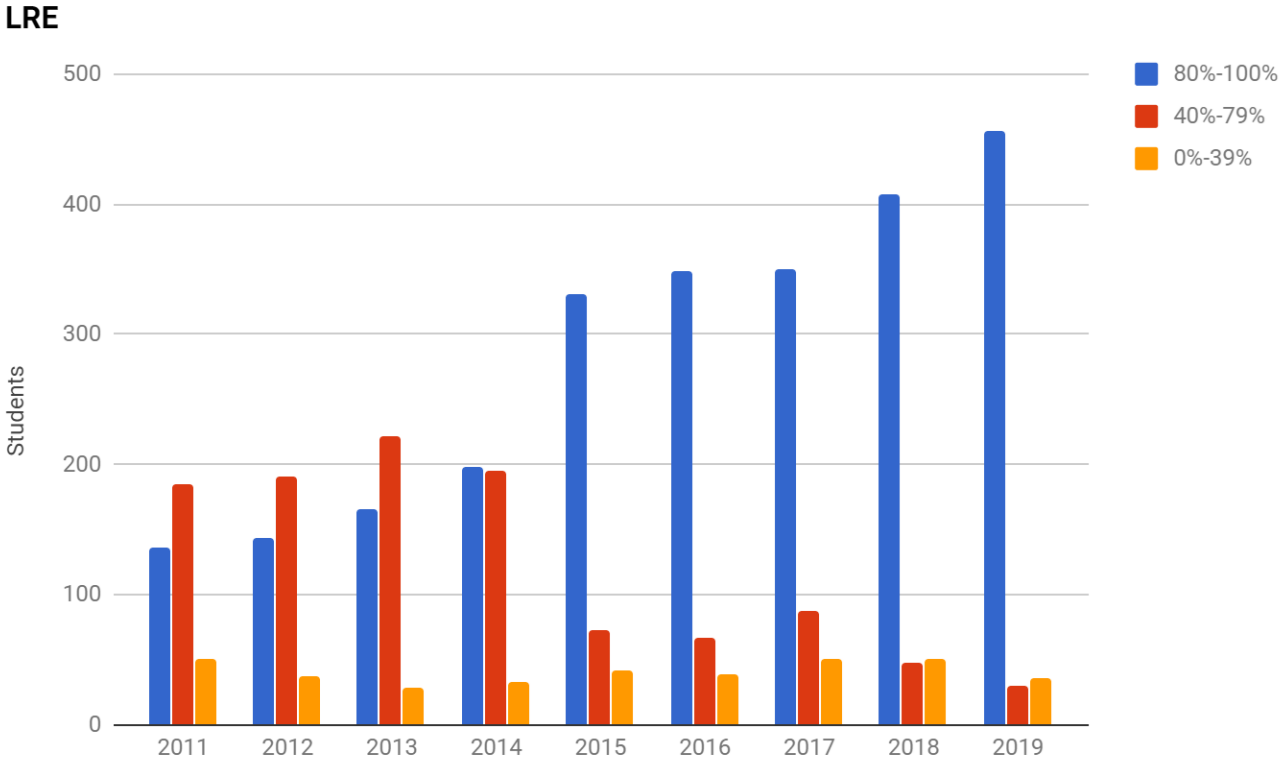
Background Information

- > **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**



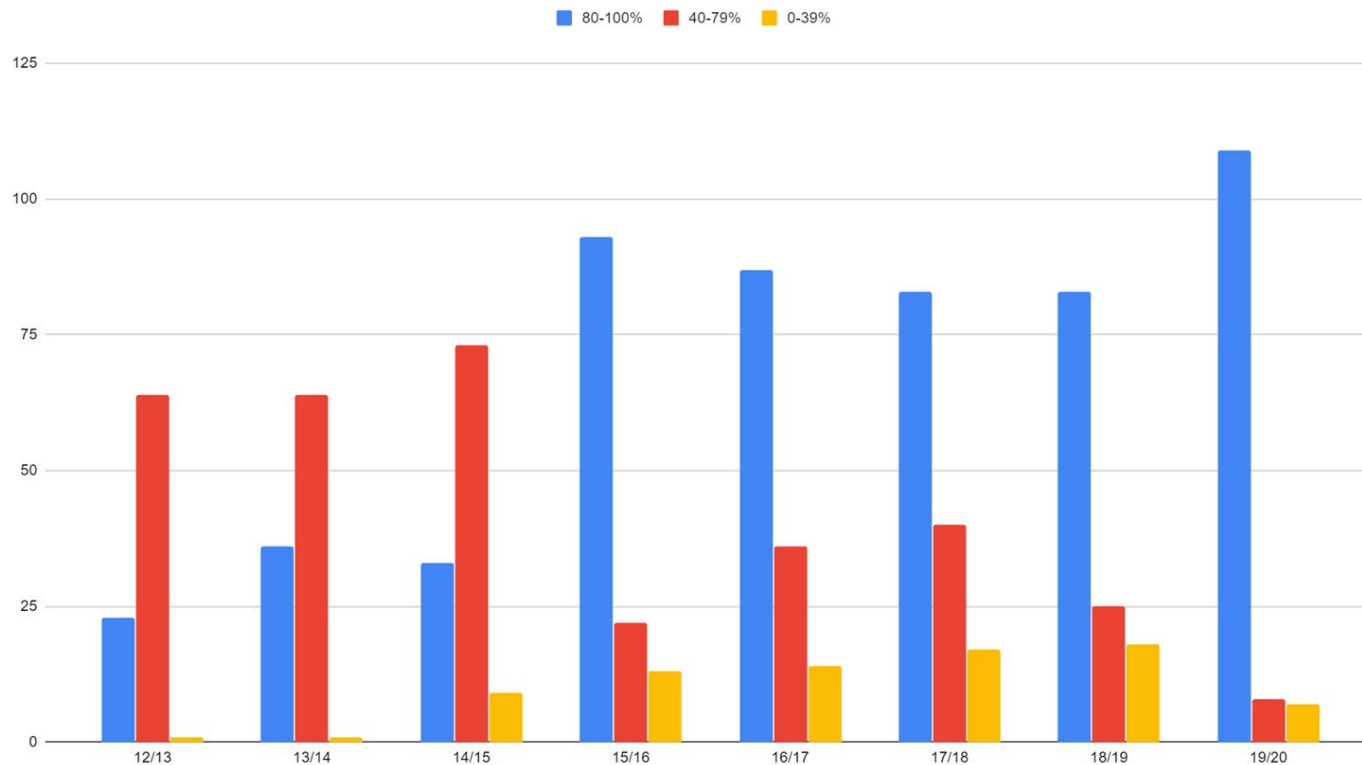


District LRE Transformation





TMS LRE Transformation

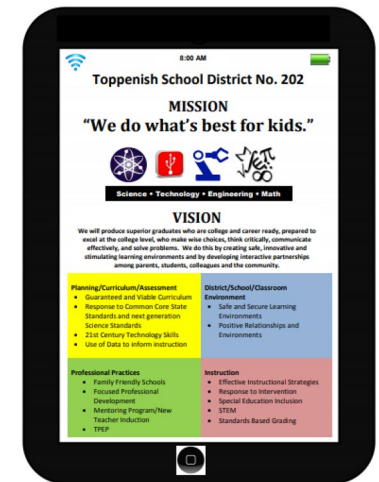


This is our Journey!



Why did we start looking at our inclusionary practices?

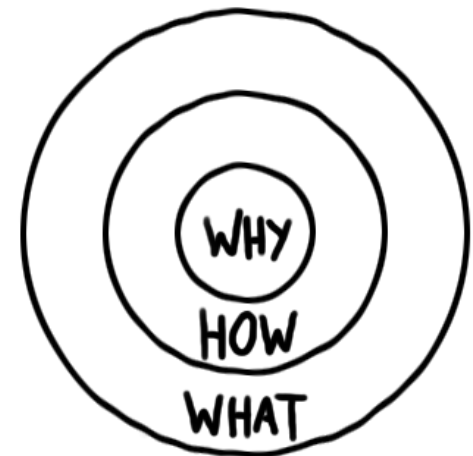
- > District data showing that IDEA eligible students were showing low academic performance and spending the majority of their day segregated.
 - Large impact on students meeting graduation requirements.
 - Something needed to change.
- > Evolving into a District Initiative - “We do what’s best for kids.”
 - Inclusion is what’s best for all kids!





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





Years 1 & 2



- > **Began dialogue with building principals**
- > **Provided some building training on inclusive practices and inclusion**
- > **Focus on executive leadership team and administrative team meetings for special education inclusion and “why”**
- > **Schedule building and planning sessions:**
 - **High School**
 - **Middle School**
 - **Special Education Teachers**
 - > **Staff Buy-in**
- > **Master schedule development and supports needed**
- > **Created “Inclusion Summary Sheet” document**



Inclusion Summary Sheet

- 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 (90)	Below Expected Level (70-85)	Slightly Low (86-90)	Average and At Expected Level (90-100)	Slightly High (110-120)	Above Average and Expected Level (120-130)	Well Above Average (130)

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 gaining 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

Per previous evaluation 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: [redacted]
 - STAR Reading: [redacted]
- 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/aplicar). This promotes language transfer & association. Use running cognate poster that student's add to with related vocabulary - give pride 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 slow 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ Modified grading
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*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 not working with the student. Confidential shared this document when no longer a member of this student's EP Team.

Student Name: [redacted]

Date of Birth: [redacted]

Report Date: [redacted] **Based on Evaluation(s) Dated:** [redacted]

Disabling Condition:

Areas of Service:

Reading Writing Math Social Skills
 Adaptive skills Speech OT PT

Evaluation Overview

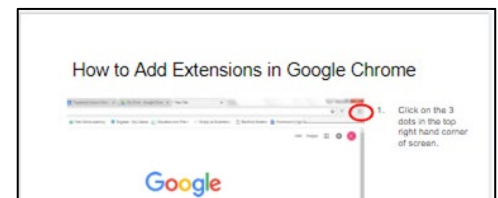
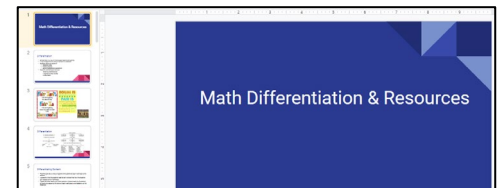
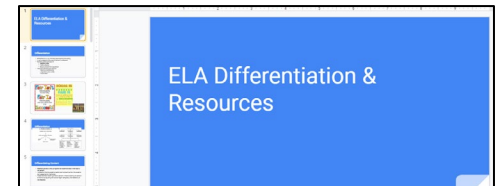
Test	Standard Score	Scaled Score	Percentile	Standard Score																			
				60	65	70	75	80	85	90	95	100	105	110	115	120	125	130	135	140	145		
Verbal Ability/Crystallized Knowledge	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Fluid Reasoning	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Short-Term Memory	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Long-Term Memory	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Processing Speed	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Auditory Processing	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Visual Processing	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Basic Reading	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Reading Comprehension	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Math Calculations	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Math Problem Solving	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Written Expression	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Basic Writing Skills	60	55	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Does the student take ELPA 217 Yes No



Year 3

- > **Staff Addition - one position, district-wide, special education instructional coach**
- > **Continuous training for high school and middle school staff**
 - Targeted ELA and Math Differentiated Instruction, 6th-12th
 - Google Chrome Extensions
- > **Google Drive Utilization**
 - Inclusion Summary Sheets
 - Teacher-created summaries
 - Accommodations
- > **Began co-planning for lessons at secondary level prior to start of school year**
 - General and Special Education
 - Chunked by content/grade level
- > **Creation of SPED Round-Robin Training**





Year 4

- > **October co-planning for high school and middle school**
 - **Individual team sessions with special education case managers (i.e. 6th grade Math, 7th grade ELA, 10th Math, 11th ELA, etc.)**



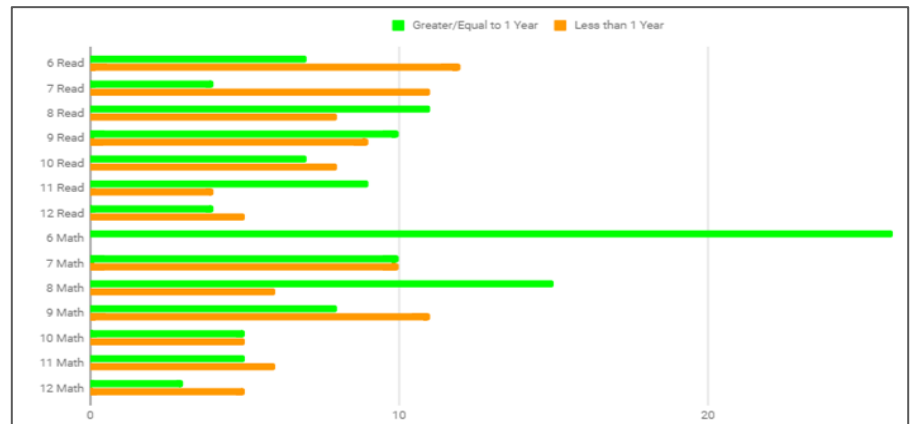
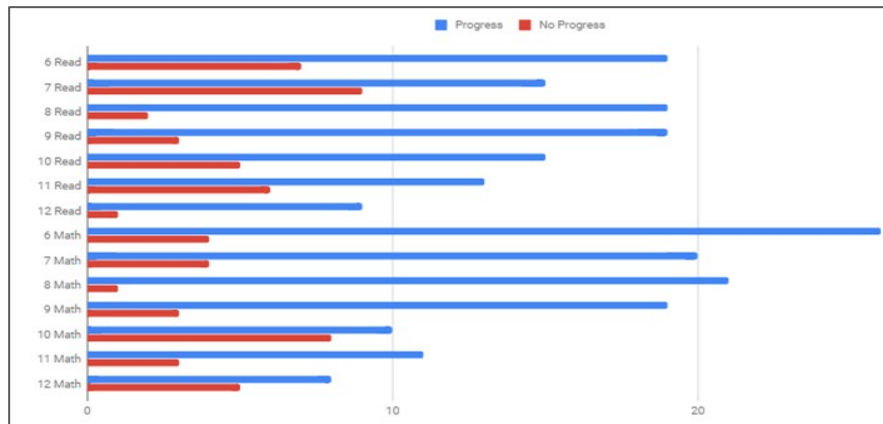
- > **Whole school inclusive practices training for secondary**
 - **Every general education teacher at the high school and middle school trained**
- > **Creation of SPED PLCs at the high school and middle school**
- > **“Data Dives” at the secondary level**





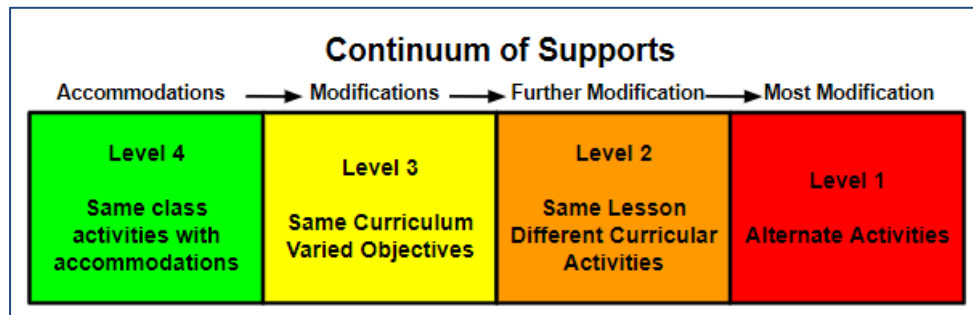
Data Trends

- > Tracked progress monitoring data (STAR 360) for students being served inclusively in grades 6 - 12 for ELA and Math.
 - 16/17 school year



Year 4

> Creation & introduction of Continuum of Supports tool



Level 4
 Same class activities with accommodations

↓

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 orally retell/respond, assign a scribe (teacher/peer tutor), use dictation software, try using a computer to type, communicate their 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, find video walkthroughs for the students to watch, create interactive/hands-on lessons as much as possible, etc.

Level 3
 Same Curriculum Varied Objectives

↓

Level 3: Modifying

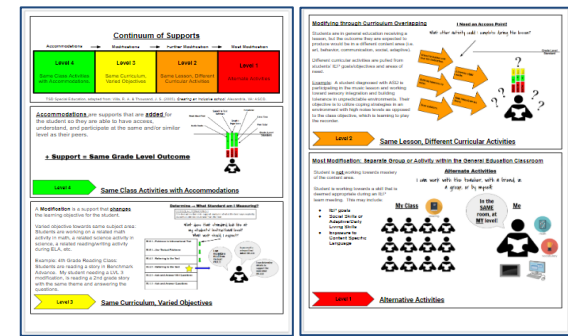
Modification = A support that **changes** the learning objective/outcome for the student.

Modifying the amount of work required	Modifying the assignment	Modifying the activity
<ul style="list-style-type: none"> - Strategically having the student complete 2 problems that are of a simpler complexity. - Writing 1 paragraph, as opposed to 3. Teacher establishes what the student must include. (Learning Progression) 	<ul style="list-style-type: none"> - Creating a powerpoint instead of writing a research paper. - Presenting to the teacher as opposed to presenting to the whole class. - Looking at the Learning Progression skills and doing the same activity at an off-grade level per the students' ZPD. 	<ul style="list-style-type: none"> - Adapting the work to transform the activity into a hands-on experience. - Utilizing online programs like IXL to present alternative problem sets and scale down to the students' ZPD.

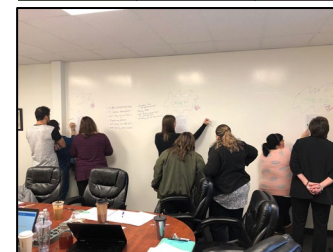
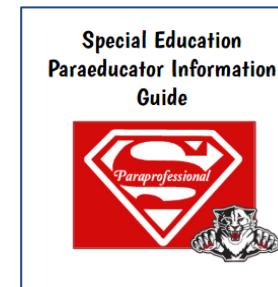




Year 5



- > Continued training - focus more on elementary staff
 - Inclusive practices
 - Sharing secondary data
 - Gaining buy-in/empathy activities
 - Further developing tools & supports
 - > Inclusion walkthroughs
- > Systematic paraeducator training
- > Created support documents for general education teachers
- > Created elementary inclusion PLC
- > Created SPED Leadership Team
 - Mission, Vision, Logo



Year 6

- > Special Education Teachers = Inclusion Specialists
- > More Professional Development
 - Growth Mindset (Mindset Works)
 - "Happiness Advantage" Book Study
- > Differentiation Training
- > Data Dives

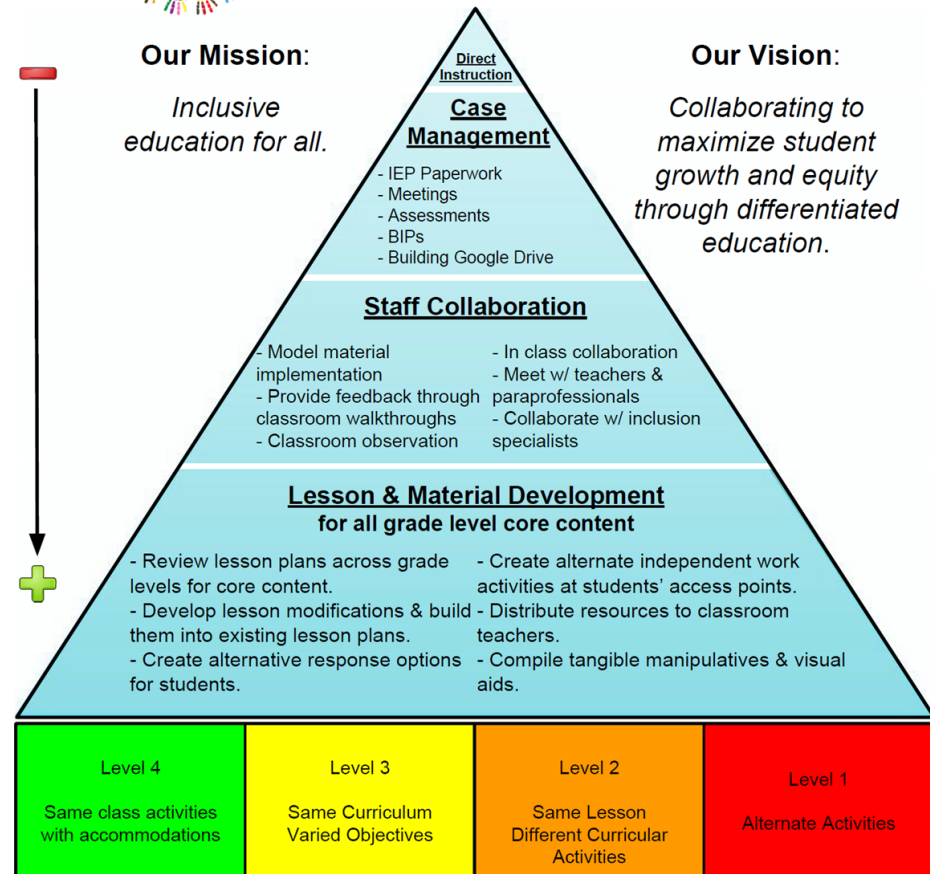
TSD Model for Special Education Inclusion



Inclusion Specialist Responsibilities

Our Mission:
Inclusive education for all.

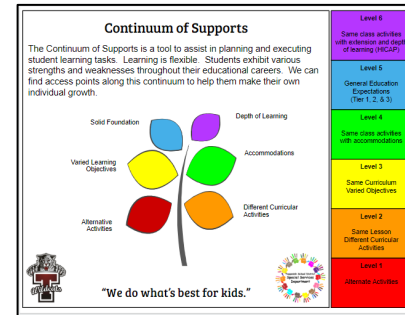
Our Vision:
Collaborating to maximize student growth and equity through differentiated education.





Year 7 & Future

- > **Role Clarification conversations**
- > **Universal Design for Learning**
- > **Further transforming the Continuum of Supports & Inclusion Summary Sheets**
- > **Self-Contained Classroom Settings = Learning Support Classroom Settings**
- > **Increasing parent/guardian education**
- > **Playing to our strengths**



TMS Inclusion





Role of Administration in Inclusion

- > **Communication link with District, building staff, students, and parents**
- > **Provide support and resources**
- > **Problem solving**
- > **Surround yourself with good people and get out of the way!**





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**
 - **Willingness to come to the table**





Learning Along the Way

- > ***Learning Journey***
 - **Special Education specialist (no students)**
 - > **Scaffolded lessons**
 - > **Pulled students to support the core**
 - > **Attended PLC**

 - **Special Education Specialist with resource room students-**
 - > **Attended PLC**
 - > **Scaffolded lessons**
 - > **Intervention class to meet the needs of the students.**





Learning Along the Way

- > **Special Education Specialist (no students)**
 - **Attended PLC**
 - **Differentiated lessons**
 - **Classroom supports**

As we have learned more about inclusion, we have transformed our thinking from “*my students in my classroom*”, to thinking “*these are all of our students in our school.*”

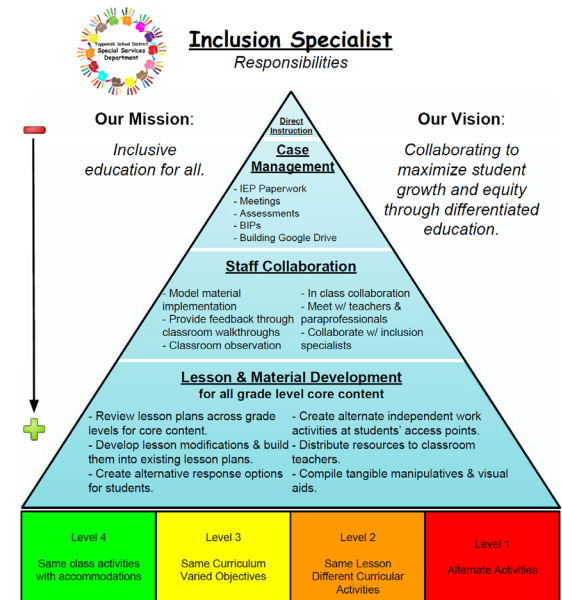




Performing the Role of Inclusion Specialist

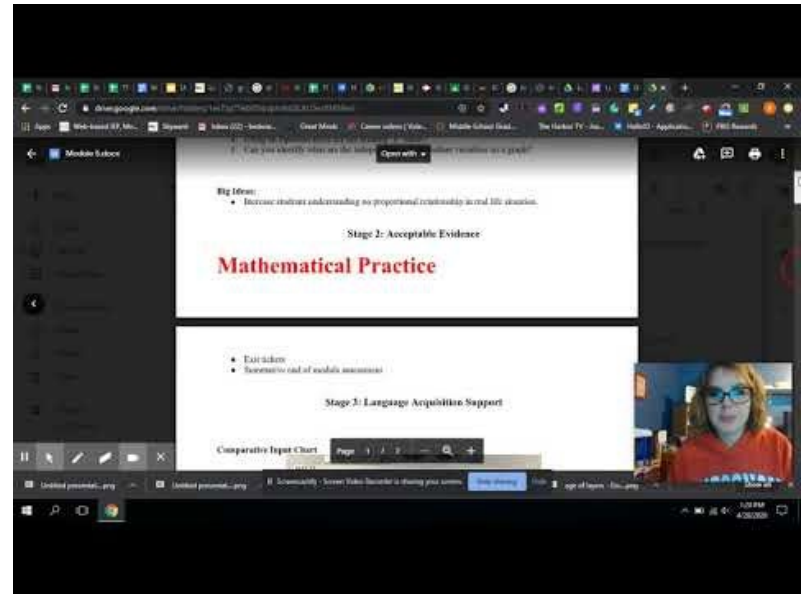
- > **Collaboration**
 - PLCs
 - prep periods
 - pop-ins/student observations

- > **Content Specific Differentiation**
 - Modified materials



Collaboration - Systemic Approach

- > **Collaboration with Open Communication:** Have shared folders with each content area, accessible to all content area staff and the inclusion specialist.
- > **Weekly PLC meetings per grade-level content area**
- > **Come Prepared:** Peruse the lessons in advance in the shared folders and have ideas about accommodations, modifications, and vocabulary.





Essential Questions for Planning

- **What lesson is the team on?**
- **Is there a test coming up, and if so, about what day will the test be given?**
- **Are there student misconceptions or areas where more practice is needed to access skills: What RTI materials are needed?**
- **Is there a new section approaching? (within a couple of weeks), and if so, what is the priority vocabulary? (card sorts or talking cards)**





Example Planning Form



PLC Planning Form

Subject:

Grade:

Date:

Review the lesson plans/calendar for scope/sequence in the shared folder. Review this form. Then, email the team lead for a spot on the PLC agenda to discuss whichever item(s) below you need (ie lessons, RTI, tests, vocab.)

Lesson

Lesson(s) the team should be about on:

Lesson the team is on:

How are the Modifications? (Students' ability to access them, areas where they can't, suggested changes, etc.)

RTI Needs (Are students struggling with a specific skill/concept?)

RTI Notes:

I can make:

- A. A scaffolded packet of problems
- B. A Quizizz/Google Forms/etc.
- C. Card Sorts
- D. Other:

Upcoming Tests?

Yes

No

Ideas for Modification:

Notes for Tests:

Finishing (What other supports are needed?)

- Staple regular test to the top of the modified test?
- Teachers administer the modified test the same as regular test/no stapling needed?
- Need help with reading tests aloud, separate testing location, or speech to text in separate location?
- Other:

New Unit/Section Beginning Within Two Weeks?

Yes

No

Vocabulary List:

How Many Sets:

Differentiation of Content: Systemic Approach (Digital Curriculumms)

- > Understanding content (before and after)
- > Using technology tools to create respectful tasks
 - Screenshot tools (see video in resources)
 - Google Slides (see video in resources)
 - > Worksheets (tiered, modified, matching)
 - > Vocabulary Cards

Name _____ Date _____ Per. _____

A STORY OF RATIOS Lesson 2 8•7

T and M

Exercises 5-9

Determine the positive square root of the number given. If the number is not a perfect square, determine which whole number the square root would be closest to, and then use guess and check to give an approximate answer to one or two decimal places.

5. $\sqrt{49}$

Find 49 and go to the left. The square root is _____.



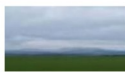
6. $\sqrt{62}$

There is no 62, so the square root is between _____ (49) and _____ (64).









7. $\sqrt{122}$

There is no 122, so the square root is between _____ (121) and _____ (144).

Times Table - 10x5															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
10	10 <td>20<td>30<td>40<td>50<td>60<td>70<td>80<td>90<td>100<td>110<td>120<td>130<td>140<td>150 </td></td></td></td></td></td></td></td></td></td></td></td></td></td>	20 <td>30<td>40<td>50<td>60<td>70<td>80<td>90<td>100<td>110<td>120<td>130<td>140<td>150 </td></td></td></td></td></td></td></td></td></td></td></td></td>	30 <td>40<td>50<td>60<td>70<td>80<td>90<td>100<td>110<td>120<td>130<td>140<td>150 </td></td></td></td></td></td></td></td></td></td></td></td>	40 <td>50<td>60<td>70<td>80<td>90<td>100<td>110<td>120<td>130<td>140<td>150 </td></td></td></td></td></td></td></td></td></td></td>	50 <td>60<td>70<td>80<td>90<td>100<td>110<td>120<td>130<td>140<td>150 </td></td></td></td></td></td></td></td></td></td>	60 <td>70<td>80<td>90<td>100<td>110<td>120<td>130<td>140<td>150 </td></td></td></td></td></td></td></td></td>	70 <td>80<td>90<td>100<td>110<td>120<td>130<td>140<td>150 </td></td></td></td></td></td></td></td>	80 <td>90<td>100<td>110<td>120<td>130<td>140<td>150 </td></td></td></td></td></td></td>	90 <td>100<td>110<td>120<td>130<td>140<td>150 </td></td></td></td></td></td>	100 <td>110<td>120<td>130<td>140<td>150 </td></td></td></td></td>	110 <td>120<td>130<td>140<td>150 </td></td></td></td>	120 <td>130<td>140<td>150 </td></td></td>	130 <td>140<td>150 </td></td>	140 <td>150 </td>	150
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average speed		<u>Distance</u> Time distance divided by time (how long it takes to go a certain distance)
constant speed		When the average speed is always the same V is used to show constant speeds. (V=50mph)
horizontal line		a line that goes sideways

Talking Cards

In this photo (point), I see _____

(date) _____

Talking Cards

Simple Words/Vocabulary to Describe What You See:

Adjectives: tall straight flat side big small

Adjectives: brown red yellow green blue white shiny gray

Shapes: triangle square cylinder prism box cube circle

Shapes Descriptors: rectangular triangular circular

Essential Words (action/verb): inside outside around on top of

Nouns (object/material): pool desk yard fence floor box gift wrapping paper ribbon person house roof dirt





Anchor Charts

> Page too cluttered? Anchor charts for all students when learning/practicing the content

Inequalities Anchor Chart

> greater than **<** less than

$x > 1$
x is greater than 1

$x < 1$
x is less than 1

Open circle (1 can't be the answer)

Possible solutions/values for x:
2, 1.25, 3, 100 (values greater than 1)

Open circle (1 can't be the answer)

Possible solutions/values for x:
-5, 0, -20, -100,000 (values less than 1)

≥ greater than or equal to **≤** less than or equal to

$x ≥ 1$
x is greater than or equal to 1

$x ≤ 1$
x is less than or equal to 1

Closed circle (1 can be the answer)

Possible Solutions/values for x:
1, 2, 3, 1, 100

Closed circle (1 can be the answer)

Possible Solutions/values for x:
1, 0, -50

Did you know?
x + 1 can be read two ways:
Forwards: x is less than 1
Backwards: 1 is greater than x

Anchor Chart 1-step Equations

Goal: You want the variable/letter by itself.
How do you 'get rid' of the number by it?

Step 1: Draw a line down the **variable/letter**

Step 2: Find the side with the **variable/letter**

Step 3: Do the **inverse/opposite operation**

Addition: Solve with Subtraction

$\begin{array}{r} 49 \\ -12 \\ \hline \end{array}$ or $\begin{array}{r} 49 \\ -12 \\ \hline \end{array}$ +12 -12=0 They cancel out

$x = 37$ $37 = x$

Subtraction: Solve with Addition

$\begin{array}{r} 49 \\ +12 \\ \hline \end{array}$ or $\begin{array}{r} 49 \\ +12 \\ \hline \end{array}$ x y/2

$x = 61$ $61 = x$

Multiplication: Solve with Division

$\begin{array}{r} 3h \\ 3 \\ \hline \end{array}$ $\begin{array}{r} 15 \\ 3 \\ \hline \end{array}$ $\begin{array}{r} 5(3) \\ 5 \\ \hline \end{array}$ $\begin{array}{r} 15 \\ 5 \\ \hline \end{array}$ This too line means **cancel**. The answer is opposite to **cancel**.

When the 3 and h are 'smashed' together, it means **cancel**. The answer is **cancel**.

$h = 15$

What if the variable/letter is negative? Use the opposite.
-w=12 -w=-5
w=-12 w=5

Dilations

Original shape

Is the dilation higher than 1?

Examples:
Dilation of 2 (whole number)
Dilation of 1.5

Is the dilation less than 1?

Examples:
Dilation of 1/3 (fraction)
Dilation of 0.75

Multiply

Examples:
2 with a dilation of 3
=2(3) 2 times 3
=6

(4, 5) dilated by 2
=2(4, 5)
=(8, 10)
/ multiplied 2x4 and 2x5

Divide (or multiply by fraction)

Examples:
4 with a dilation of 1/3
=1/3(4) 1/3 times 4
=2

OR

1/3 (4)
4 divided by 3
=2

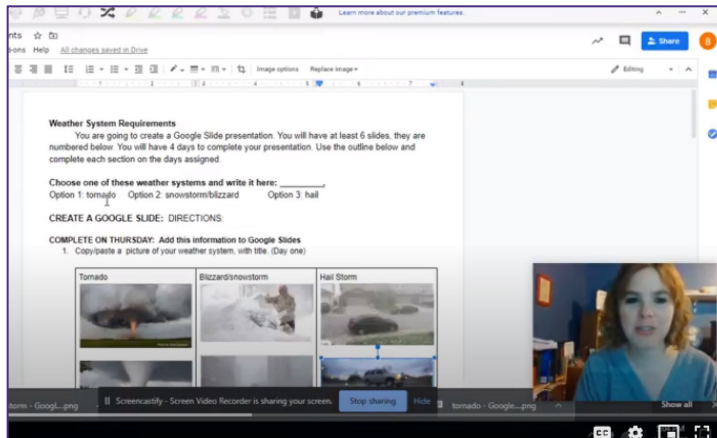
(4, 5) dilated by 1/2
=1/2 (4, 5)
=(2, 2.5)
/ multiplied 4x 1/2 and 5 x 1/2
Can't do that? Divide: 4 divided by 2 and 5 divided by 2.





Campus Closure: Technology and Online Learning

- > ***Screencastify, Google Forms***
- > ***Edpuzzle, Quizziz***
- > ***see resources for videos/info.***



Questions Responses Total points: 10

Lesson 13: Solutions with Two Variables Cont.

8th grade math

Which number set below is a solution to $3x + 2y = 18$? (Use the multiplication chart to help multiply the numbers.)

(2, 6) because I multiplied: $3(2) + 2(6) = 18$

(2, 6) because I added: $(3+2) + (2+6) = 13$

Image title

Times Table - 12x12

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72





Campus Closure: Technology and Online Learning

- > Quizizz
- > EdPuzzle
- > Quizlet
- > Kahoot
- > Google Meet
- > Google Forms
- > IXL
- > Read Theory
- > I-Ready
- > Google Slides
- > Google Docs





Technology: Reading and Writing

- > *Use Read & Write, Grammarly and other Extensions for all content areas*

- > *Online Reading Programs with built in audio and other differentiation.*
 - *Readworks*
 - *Commonlit*
 - *Newsela*
 - *Read Theory*
 - *IXL*

- > *Screeencastify & FlipGrid*

- > *Rewordify*

- > *Speech-to-Text: All classrooms have a Chromebook set for all Students and Headphones are available for students who need them*





Learning Along the Way

- > **It's okay to make a mistake**
- > **We can support each other!**
- > **Different positions help support the needs of all of our students in their different settings**
 - **Support specialist (reading specialist and math specialist teachers)**
 - > **One-on-one support, testing individually, meet with PLC, create resources for all students, observe lessons to help support students or to align resources.**
 - **Support staff-**
 - > **Lead small groups and tracked data to help support the inclusion model.**
 - > **Support individual needs (reading text aloud. one-on-one support)**





Learning Along the Way

- **Leadership**
 - > willing to make mistakes along with us
 - > open to new ideas and always offering support
- **Teachers**
 - > **Weekly content PLC**
 - open to discuss needs and data
 - open to discuss what is working and not working in each of our classrooms
 - supporting each other in creating resources
 - sharing the load of the responsibilities of a teacher

Wait time and prompting help all students succeed.





Continuous Path of Improvement

- > **Changing systems and individual practices is hard work**
- > **The rewards are phenomenal!**
- > **This is a continuous journey with a lot of work to yet be done!**
 - **Coaching training**
 - **Parent education**
 - **Staff roles**
 - **PLCs**
 - **Curriculum Planning/Common Assessments**





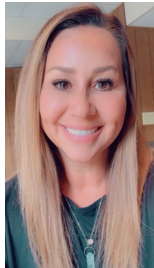
Community Support

- > "Toppenish School District does an exemplary job of providing inclusion based learning that is individualized for each student. By allowing inclusion opportunities to be individualized, there is an increased level of engagement which enhances meaning and success for the student and the teacher."
- Sharon Loudon, ESD 105 Regional Autism Education Specialist
- > "I'm honored to have [*student name*] in the Toppenish school district! It's a great feeling finding educators willing to actually put in the time and REALLY learn about our son! We've only just begun our journey but we know 100% our son is in good hands and before we know it he is going to be meeting and exceeding his IEP goals!" - Preschool Parent
- > "Every teacher or therapist knows him pretty well and I think they are doing an amazing job with my son and I am very grateful." - 4th Grade Parent





Contacts



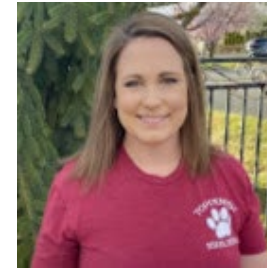
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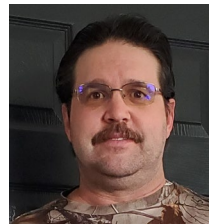
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Yolanda Rios

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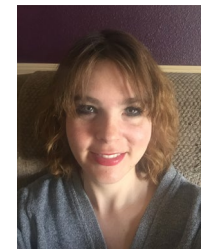
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Robert Harris

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Brenda Edwards

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

- 1. What are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?**
- 2. From what you learned today, what are some initial steps you can take and apply in your building?**





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





🗨️ When poll is active, respond at PolleEv.com/uwharingcenter

📱 Text **UWHARINGCENTER** to **22333** once to join

W In ONE word, what are the systems, culture, and/or leadership practices you heard about today that support inclusive schools?



Start the presentation to see live content. Still no live content? Install the app or get help at PolleEv.com/app

Total Results





Evaluation and Clock Hours

Google Form

<https://forms.gle/WhB7Wp2ZhB1ySUMw8>





Thanks to our partners



OSPI

