Highly Influential Practices:
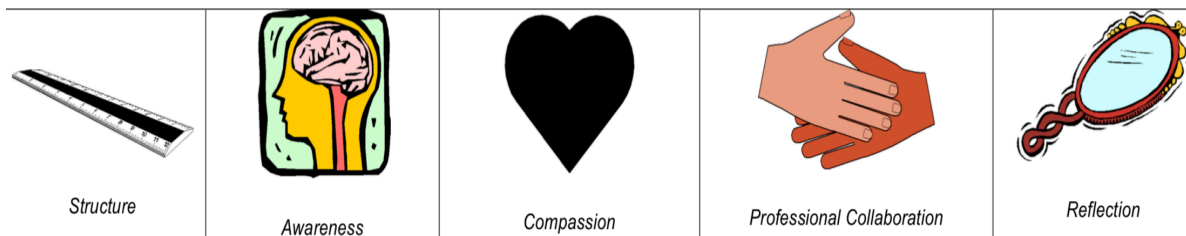
Collaboration and Collective Responsibility

"How do WE work together to drive outcomes?"

Structure	Awareness	Compassion	Professional Collaboration	Reflection

Baseline Collaborative Knowledge

	PRE	POST
A. I understand the integrated roles of the students, families, GE & SE teachers, instructional assistants, related staff, and administration in shared learning environments.		
B. I understand how adaptability, empowerment, and organization promote collaborative cultures.		
C. I understand how UDL approaches offer bridges to increase learner outcomes; e.g., literacy, mathematics, and across the curriculum.		
D. I understand how to effectively communicate and collaborate with students, families, teachers, instructional leaders, related staff, and administrators to advance academic, social, emotional, and behavioral knowledge and skills.		
E. I have an understanding of resources and organizations that strengthen OUR collaborative roles.		

Toby J. Karten, Educator, Inclusion Coach

Email: toby@inclusionworkshops.com
www.inclusionworkshops.com
Facebook: Inclusion Education Services
https://www.pinterest.com/tkarten/
amazon.com/author/tobykarten
Follow on Twitter: @TJK2INCLUDE

Online Padlet
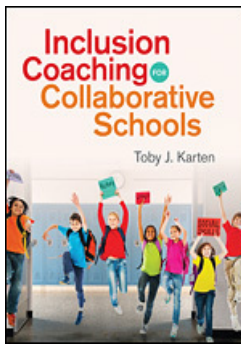**Collaboration: Inclusion Leading, Listening, Learning, and Leveraging**
https://padlet.com/toby24/4nl8nyplyea7

Collective Vow(el)s

A=	
E=	
I=	
O=	
U=	

Frayer Model

Name _____

Definition	**Facts**
	Word/Concept	
Examples	**Non-examples**

COLLABORATIVE LEARNING SUPPORT TEAMS AND TEACHER LEADERSHIP

"Within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change." (Katzenmeyer & Moller, 2001). Teachers need to teach and coach each other, not just their students. The configuration of collaborative learning support teams varies with a range that includes coaches, mentors, grade-level leaders, supervisors, curriculum directors, professional learning communities, and other staff who facilitate ongoing dialogue to make integral decisions. These teams may be student-centered or curriculum-driven, or review instructional support, data, and effective interventions and assessments. Teams investigate inclusion strategies, instructional practices, student literacy and mathematics levels, family concerns, and more.

Recommended Practices Inclusion Structures for Educators and Students	Practices to Avoid and Delete
Establishing and posting classroom rules and routines with educator and student input and empowerment	Thrusting rules and routines upon teachers and the class without educator or student contributions and buy-in
Mapping out lessons for an entire unit of study and each marking period	Designing lessons day by day, without giving thought to the big picture
Allowing time in the year to repeat and review concepts and professional development (PD) in different ways	Moving on in the curriculum and PD, without thinking about retention and application
Welcoming each student and educator with a smile	Being a stress-filled leader, teacher, or coach
Posting lesson or coaching objectives at the beginning of a class or PD session and revisiting at close	Teaching and coaching without establishing lesson and PD purpose or reflecting upon outcomes
Listening and observing students' and educators' verbal and nonverbal communications	Missing the educator and student verbal and nonverbal cues and communications
Establishing prior educator and student knowledge with informal checks and Socratic discussion	Beginning lessons or PD sessions without student or educator input or time for educators to voice concerns

What Does the Literature Say About Effective Professional Development?

- It should be coherent (Garet, Porter, Desimone, Birman & Yoon, 2001; Grant, Peterson, & Shojgreen-Downer, 1996; Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007).

- It should be content-focused (Kennedy, 1998; Yoon et al., 2007).

- It should be active and situated in classroom settings (Carpenter, Fennema, Peterson, Chiang, & Loef, 1989; McCutchen et al., 2002).

- It should be collaborative and include student data (Garet et al., 2001; Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003; Penuel et al., 2007).

✓ coherent   ✓ active
✓ content-   ✓ collaborative
  focused   ✓ data-based

3
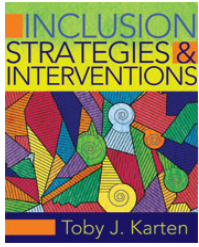
Ideal vs. Pseudo Inclusion

Use the following table to keep on track with inclusion do's and don'ts. Space is provided at the end to add your own ideas of ideal and pseudo inclusions.

Ideal Inclusion	Pseudo Inclusion
Teachers honor students' instructional levels by giving them academic work that is within their zone of proximal development.	Assignments are standardized, despite students' prior knowledge or differing instructional, independent, and frustration levels.
Instructional goals, methods, and materials vary to match students' strengths and the data that reveal academic levels.	Identical instructional goals, methods, and materials are given to the entire class, regardless of data.
Students are inconspicuously part of the class, without being singled out as being different or less competent than their peers.	It is obvious who the included kids are by where they are seated and how they are treated by the teachers.
All students are integral parts of the classroom, both socially and academically.	There are limited times when students with disabilities socially or academically participate in the age-appropriate activities with their peers without disabilities.
Teachers share responsibilities with planning, instruction, and assessments.	The general education teacher is the main teacher, while the special educator has minimal input with the lessons.
Ongoing collaboration exists between administrators, school staff, families, and students.	Administrators, school staff, families, and students rarely share philosophies and objectives.

4

"It is tough to…	Circumventing the obstacles… I/We… He/She/They… Staff, Students, Families…
plan lessons for learners/staff with different skill sets and prior experiences."	
follow rules I don't like ."	
learn new stuff. "	
get along with_____. "	
organize_____."	
teach/or be a kid with an IEP. "	
control emotions. "	
understand what's expected."	
juggle all I need to do."	
remember what to do. "	
finish stuff on time. "	
listen to people I don't agree with."	
sit still."	
coach or supervise someone who has the TTWWADI syndrome."	
_____	

WORD CHOICES
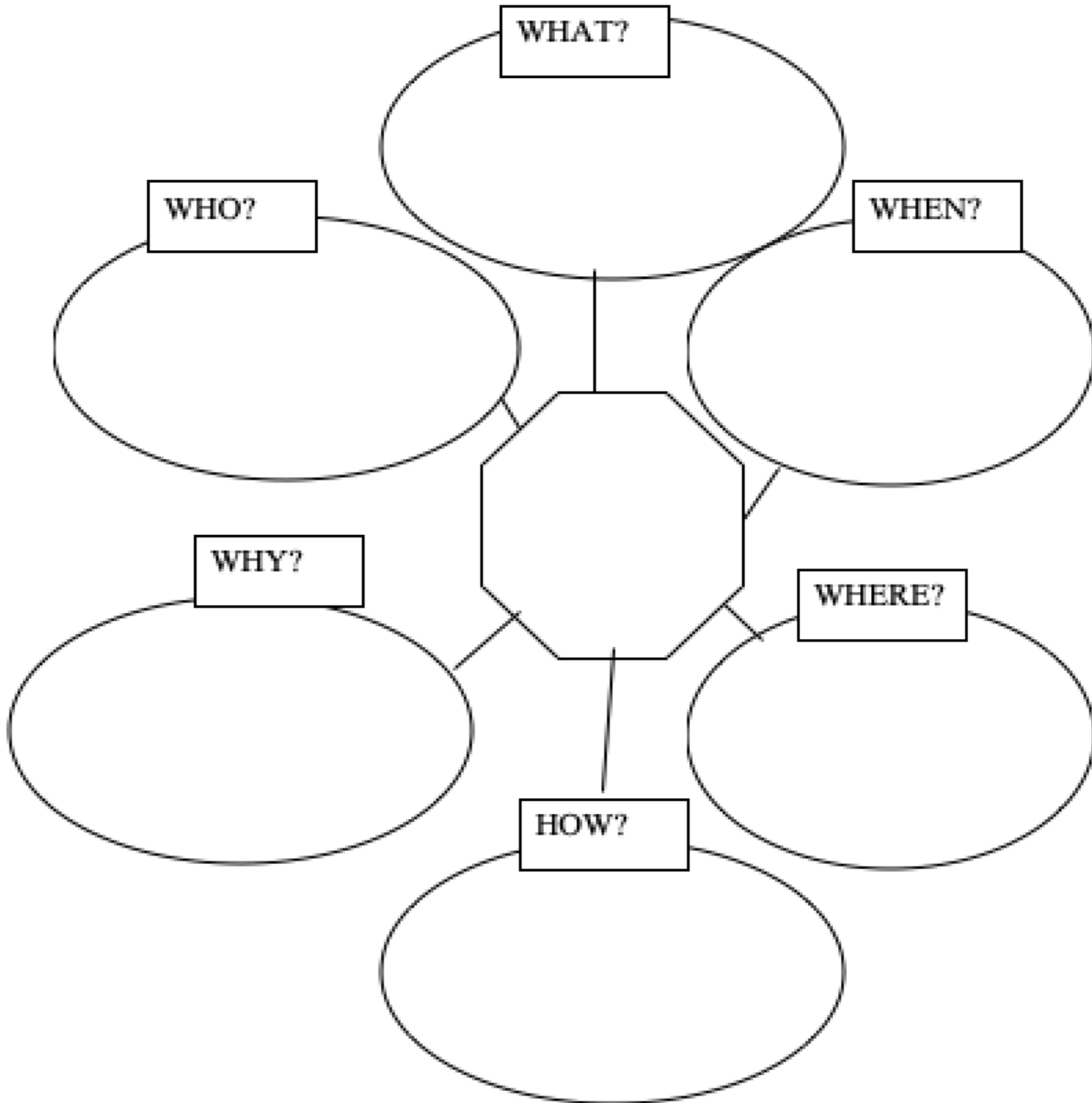
accept   access   acknowledge   adapt adjust   advocate   be present   coach

collaborate   communicate   co-teach   connect   consult   design   differentiate

document   empower   encourage   enlist   evaluate   explore   facilitate   honor

include   internalize   instruct   integrate   invite   lead   learn   listen   mentor

modify   organize   pace   plan   prepare   practice   pre assess   promote

provide   recognize   reflect   research   respond   scaffold   seek   self-

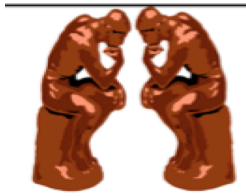regulate   share   slate   tier   understand   validate   value   work

_____   _____   _____

5

Share staff/ inclusion/collaborative realities

for learner(s) with/who _____

and/or staff who need/want_____.

Stop & Think Sheet

WHAT?

WHO?

WHEN?

WHY?

WHERE?

HOW?

_____

Lesson Planning

Questions to consider:

• What is the best intervention for this student?

• How is the student best able to obtain information?

• How will the student participate in the lesson/unit?

• How can we differentiate the supports and raise the learning?

• What enrichment will be provided?

Discipline(s): _____Grades: _____

Students with_____

Subject/Concepts/Skills (BIG IDEAS): _____

_____

Baseline Level: _____

More advanced: _____

Practice/Repetition: _____

Enrichment: _____

Collaborative Plans_____

Inclusion Principles: Applicable for Students **AND** Staff
Not every one is done on every day for every student!
1. Establish prior knowledge
2. Infuse pre-inter-post planning with baseline level and more challenging assignments
3. Subdivide concepts with incremental steps/tasks
4. Offer practice, repetition, and enrichment
5. Show concrete, representational, abstract, and virtual examples
6. Provide accommodations and modifications that help, but do not enable
7. Infuse (VAKT) visual, auditory/kinesthetic tactile sensory elements
8. Tap into student/staff strengths-communicating a growth mindset: "I can't YET!"
9. Concentrate on children, not syndromes, having high expectations for all students and each other
10. Increase student/staff self-esteem, self-efficacy, and self-regulation
11. Offer positives before negatives to learners and colleagues with affirmation and validation
12. Model/demonstrate desired outcomes for staff and students, work samples, video clips, rubrics
13. Vary instruction & assessments-with whole class, multi-tiered small groups, and 1:1 for practice, repetition, and enrichment
14. Relate to students'/staff lives
15. Teach basics and 3Rs across curricula with evidence-based practices applied and honored
16. Set up a pleasant class/school atmosphere with active learning opportunities
17. Increase student/staff self-awareness with ongoing reflection
18. Communicate & collaborate with…
https://www.inclusionworkshops.com/inclusion_principles.htm

Collaborative Reflections			
Date(s)_____ Time_____ Room_____	Teachers/Staff	Observer/Coach	Grade_____ Subject_____ Concept_____

Co-Teaching	☐ Continuous/Seamless	☐ Some	☐ Not Evidenced
	☐ Parity of roles ☐ Respectful input and interactions ☐ Meaningful division of tasks and responsibilities ☐ Lesson planning evidenced ☐ Co-teaching model(s) support learners and staff ☐ Verbal supports before, during, after lesson; e.g., dialogue/language/pronouns offered, follow-up, reflection ☐ Physical evidence; e.g., proximity, body language, both names posted, classroom space provided for teachers/small group instruction, 1:1 instruction, independent work, centers, stations, resources… ☐ Consultative support; e.g., coaching, supervisors, OT, SLP, PT, administration ☐ Team teaching ☐ Lead-assist/Keep data ☐ Other _____		

Instruction & Assessment	☐ Objectives clearly communicated ☐ Baseline levels established and used to guide instruction and resources ☐ *Whole-part-whole* design with varying grouping and co-teaching models; e.g., centers ,cooperative learning, 1:1, parallel and mini lessons, *rooms within the room* ☐ Differentiated assignments; e.g., based on skill, interest, random ☐ Opportunities for enrichment and repetition ☐ VAKT elements present; e.g., visuals, auditory, kinesthetic/tactile ☐ Progress toward goals monitored ☐ Assistive technology-Digital connections ☐ Sponge activities ☐ Assessment guides next steps ☐ Other _____

Lesson Support	☐ Individualization evidenced with SDI ☐ Embedded interventions ☐ Academic support; e.g., writing frames, graphic organizers, outlines… ☐ Behavioral support; e.g., mindfulness, character education, learner feedback… ☐ Functional scaffolding; e.g., routines, communication skills, age-appropriate… ☐ Reinforcement/Feedback; e.g., realistic, specific, and timely ☐ Learner reflection; self-efficacy, connection of content to processes ☐ Accommodations that help, but do not enable ☐ Positive learning environment; e.g., trust, respect, humor, inquiry ☐ Other _____

Evidence-Based Practice	☐ Universal Design for Learning (UDL) http://www.cast.org/ ☐ Inclusion Principles http://www.inclusionworkshops.com/inclusion_principles.htm ☐ Differentiation of Instruction (DI) https://www.edutopia.org/blogs/tag/differentiated-instruction ☐ Multi Tiered Systems of Support (MTSS) http://www.rtinetwork.org/essential/tieredinstruction/tier1/accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-1 ☐ Positive Behavioral Interventions and Supports (PBIS) https://www.pbis.org/ ☐ Neuroscience https://www.learner.org/resources/series214.html ☐ Social-Emotional Learning https://casel.org/what-is-sel/ ☐ Peer Tutoring http://www.nea.org/tools/35542.htm ☐ Strategic Learning http://www.studentguide.org/effective-learning-strategies/ ☐ Other _____

Moving Forward	

THE FIVE BASIC INCLUSION DO'S

1 POSITIVE ATTITUDE

Possess and communicate a **positive attitude** that each student can and will attain ongoing achievements within inclusive environments.

2 EVIDENCE-BASED PRACTICES

Investigate and implement **evidence-based practices** and progress monitoring with ongoing knowledge of each student.

3 SPECIALLY DESIGNED INSTRUCTION

Honor the **specially designed instruction** that is outlined in each learner's individualized education program (IEP) to ensure that a student with a disability has access to the curriculum, based on his or her present level of academic and functional performance.

4 COLLABORATIVE PRACTICES

Value **collaborative practices** that promote shared responsibilities of general and special education teachers, instructional assistants, related staff, students, and their families.

5 ADMINISTRATIVE SUPPORTS

Set up **administrative supports** that clearly advocate for, communicate, and provide the physical and emotional inclusion resources and models.

INCLUSION PIE

Apple, blueberry, key lime, and pizza are different kinds of pies made up of diverse ingredients. This inclusion pie is no exception. Together, these five slices make up accepting and supportive inclusive environments. Although each part of the inclusion pie is individually colored, the slices are interdependent.
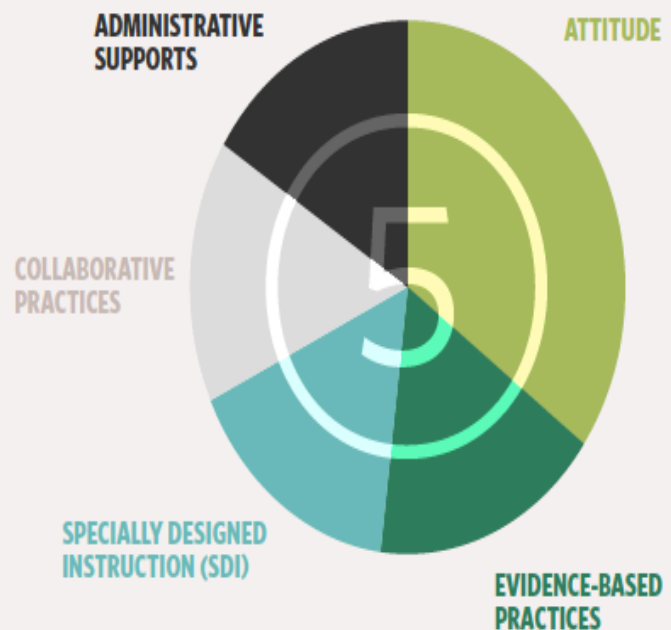
Source: Karten, T. (2016). *Inclusion Do's, Don'ts, & Do Betters,* ASCD Quick Reference Laminated Guide.

9

Positive Collaborative Actions

a) Respect that you and your colleagues have personality differences and unique teaching styles, but remain firmly planted on *common ground* with positive students' outcomes as your collaborative goal.

b) Support colleagues in front of students, other staff members, administration, and families.

c) Have a sense of humor and flexibility for situations, even the ones that defy all rules or expectations.

d) Be prepared to agree and/or disagree on any given day, remembering that ongoing communication is vital.

e) Plan together, adapt together, laugh together, and know when to walk away, too!

f) Decide ahead of time on acceptable adaptations for all students, not just those students with IEPs.

g) Be *two-faced* which in this case means, exchanging roles; allow staff to also be coaches and facilitators of the knowledge.

h) Share ideas with each other in planned ongoing meetings and digitally.

i) Be aware of the standards and course unit planning, but understand that pacing is not racing

j) Focus on hearing each other, not just talking to each other to stimulate more thinking skills.

k) Raise your own level of professional development by learning and practicing a new strategy each week; belong to organizations, read journals and magazines, and learn more about student realities.

l) Accept one another's needs, prior experiences, and future potentials.

m) Give each other space to digest, cool down, rethink, prioritize, and reflect.

n) Remember that everyone is a professional who chose this career for reasons other than lucrative financial gains!

o) Be aware of desirability vs. feasibility.

p) Like what you do, finding positive qualities in each another, your students, and life!

COLLABORATIVE Decisions

1. How will WE match the essential standards with learner skill sets?
2. How will WE determine students' levels at set time periods?
3. What evidence-based practices will

WE use to engage learners of different skill sets/prior knowledge?

4. How will WE continue to validate and motivate OUR learners?

Focus on:	
1	**3**
content curricuulm standards specially designed instruction (SDI) individual student levels proactive core instruction, e.g., model, teach, coach school/class/student norms/positive attitudes instructional and behavioral goals high expectations learning spaces-class organization consistency and fidelity; e.g., routines and processes UbD unit planning tools daily, weekly, quarterly schedules and plans academic vocabulary; Marzano's Six-Steps inferential skills across the curriculum verbal and written communications study/organizational skills technology integration teacher supports; e.g.,resources, time, gradual release personalization, coteaching roles/models diversity honored self-efficacy valued ongoing advancements proactive designs classroom culture coteaching/collaborative models and practices Avid structures reflective practices	RTI Tier 1 intervention menu Paideia Seminar, Costa's Level of Inquiry, learning levels EBP-What Works Clearinghouse, https://ies.ed.gov/ncee/wwc/PracticeGuides personalization, peer-peer, cooperative learning centers/forums/stations, sponge activities differentiation of instruction (DI) VAKT-MI interventions graphic representations problem solving coaching timely and specific feedback compacting, reteaching, practice Differentiation includes..... • Whole class, small group, 1:1 instruction • Learning Contracts • Cubing • Compacting • Tic-Tac-Toe: Choice Boards • Tiered Instruction- based upon readiness, interest, learning profiles • Anchor Activities • Rubrics • Technology • Learner Profile
2	**4**
roles and responsibilities teacher observation and personalization problem-solving appraoch formative-summative-common assessments weekly/unit quizzes and tests/checks for understanding rubrics/metacognive checklists written records/digital portfolios/notebooks student communications/reflections teacher-student-family conferences class participation/student metacognition pre-inter-post assessments student/class graphs-growth mindset data collection and analysis; e.,g., fluency, reading comprehension, vocabulary, writing, computational skills...	enrichment, empowerment, recognition, personalization accountable talk, challenge, reinforcement, reteaching ongoing centers/forums- project-based learning Universal Design for Learning (UDL) www.cast.org cooperative learning- team building digital learning connections independent assignments-free choice meaningful, appropriately leveled assignments strength/growth paradigm. "I can…"statements real-world applications "Joy Factor" game-based learning, "Show What You Know" high expectations ©T. Karten, 2019

Collaborative Palette
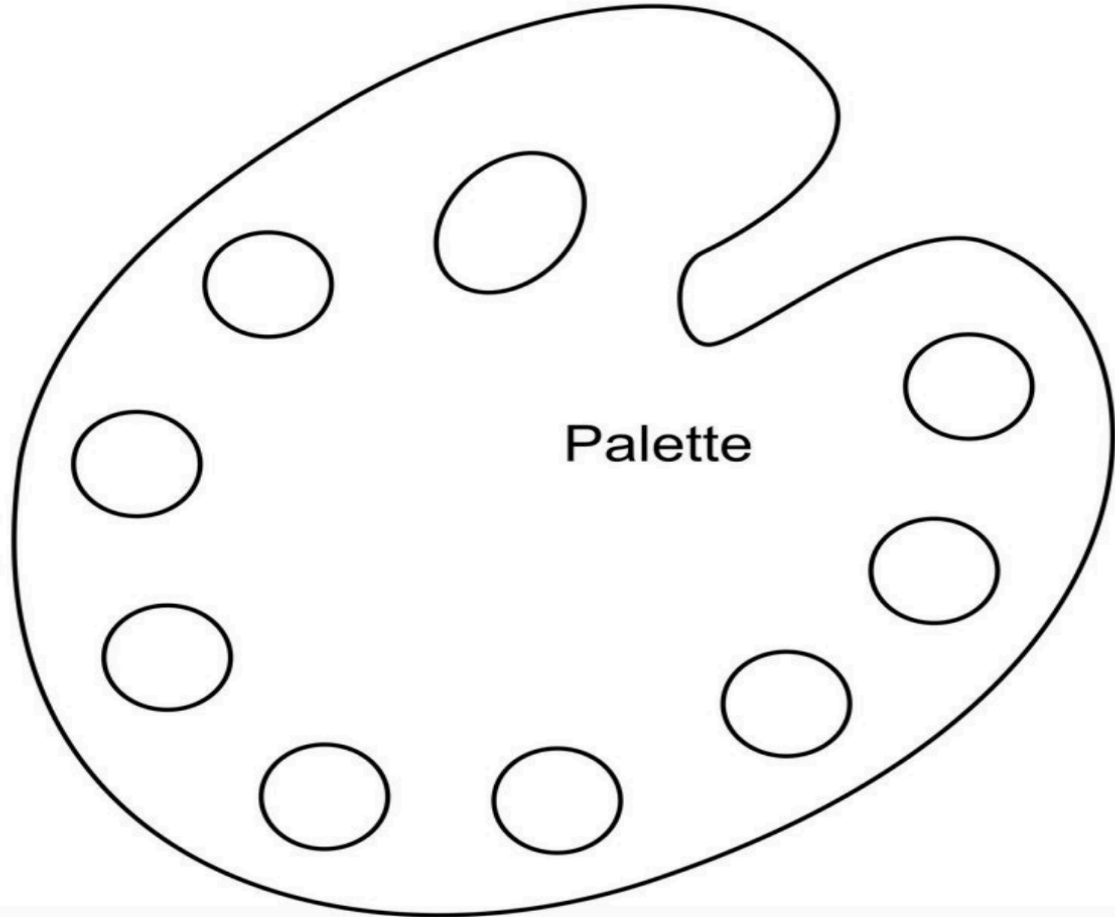
If you describe or show something in **broad brushstrokes**, you describe or show only the main or general points or features of it and not the fine or exact details. https://idioms.thefreedictionary.com/broad+brush+strokes

Broad Brushstroke _____

_____

Fine Brushstroke_____

_____

Collaborative Teams, *Once Upon a Time…*

Whether the team is a baseball, football, basketball, sales, or Olympic one, or part of an orchestra, a team of horses, a work team, cross-functional, or an instructional support team, all teams figure out how to:

- complete common tasks

- facilitate and coach each other

- achieve increased efficiency

- listen, learn, and support

- and create GREAT stories, together!

So let's begin OURS…

Once upon a time…

First Paragraph (introduction)

Collaborative teams can _____,

_____, and _____. The

most rewarding thing about collaborative teams is that _____.

I like when we _____.

Second Paragraph (sensory details from chart) There are many different

perspectives. Some include _____ and _____.

It helps when _____. My favorite thing about

collaborative teams is the way they _____.

Third Paragraph (conclusion) Overall, collaborative teams _____.

Our collaboration can best be described as _____and

_____.   The most exciting things happen when we_____

and_____. To sum up, collaboration is

_____.

13

What? →	How? →	Why?
A. delivery of knowledge and skills for content mastery	consultation, co-teaching, inclusion principles data-based individualization	evidence-based practice https://ies.ed.gov/ncee/wwc/PracticeGuides
B. literacy, math, behavioral strategies; e.g.,decoding,encoding, comprehension, self-regulation, critical thinking skills aross the curriculum	VAKT approaches progress monitoring informal and formal assessments-baseline levels, progress monitoring resources /technology student ownership cognitve strategy isntruction	spectrum of learner baseline levels preferred modalities, strengths and interests CASEL https://casel.org/ Child Mind Institute Comic Creator tiny.cc/ycshwy Common Lit https://www.commonlit.org/ Creative Writing Prompts http://www.creativewritingprompts.com Delta Math https://www.deltamath.com/ DisABILITY Books https://www.pinterest.com/tkarten/disability-books-and-movie-insights-posted-by-toby/ Free Language Stuff https://freelanguagestuff.com/ Grammar Bytes http://www.chompchomp.com/menu.htm IMSE https://www.orton-gillingham.com/ International Dyslexia Association (IDA) https://dyslexiaida.org/fact-sheets/ My Vocabulary https://www.myvocabulary.com/ National Council for Teachers of English (NCTE) http://www.ncte.org NCTM-Illuminations https://illuminations.nctm.org/ Newsela https://newsela.com Online Visual Dictionary http://www.snappywords.com/
C. diverse learner and staff prior experiences/successes	differentiation, UDL, and "appropriate" coaching supports, engagements and representations	proactive, not reactive http://www.cast.org
D. lesson planning	PRE-before INTER-during POST-after long and short range-quarterly, monthly, weekly	growth mindset responsive to lesson/learner realities https://www.mindsetworks.com/science/
E. specially designed instruction SDI	ZPD with specific adapatiations that help,but do not enable MTSS (multi-tiered) interventions	IEP driven, learner specific https://www.uft.org/teaching/students-disabilities/specially-designed-instruction https://keystoliteracy.com/blog/what-is-mtss/
F. collaboration, trust, and respect	co-teaching, coaching, mentoring, sharing, consultation, listening, problem-solving as an inclusive team, facilitation, and "invitation"	capitalize on collective expertise, buy-in, and professional learning with a parity/division of roles and responsiblities https://www.solutiontree.com/free-resources/specialneeds/isi
G. reflection	debriefing, coaching sessions, feedback,, follow-ups, and celebrations	high-quality inclusion https://www.inclusionworkshops.com/inclusion_principles.htm T. Karten © 2019

Figure A.1: Collaborative Planner

Responsibilities	Dates	Initial Comments	Review-Stage Comments
1. Identification of learner characteristics and needs with inventories, screenings, observations, family input, and so on			
2. Analysis of required assessments			
3. Delineation of the instructional steps, supports, and resources required in Tiers 1, 2, and 3			
4. Implementation of the plan			
5. Progress monitoring			
6. Student communications			
7. Family communications and conferencing			
8. Next steps and reflections			

Developing Effective Learners © 2017 Solution Tree Press • SolutionTree.com
Visit **go.SolutionTree.com/RTI** to download this free reproducible.

Lesson Review

Both general education (GE) and special education (SE) teachers can use this sheet to reflect on the success of specific lessons. Check off those items that pertain to this lesson, and provide comments to elaborate.

Lesson Date:

Topic:

Overall rating for the lesson (using a scale of 1 to 5, with 5 as the highest rating):

	GE	SE	Comments
Objective was achieved.			
Ideal support was provided.			
Too much support was provided.			
Majority understood the lesson.			
Co-teaching was effective.			
Student knowledge varied.			
Tasks were too complex.			
Additional help, materials, or support were needed.			
Whole class needs to revisit this topic.			
Some students need to revisit this topic.			
Enrichment activities are required for some students.			

Inclusion Strategies and Interventions © 2011 Solution Tree Press • solution-tree.com
Visit **go.solution-tree.com/specialneeds** to download this page.

Problem-Solving Approach: Turning Challenge Into Growth

Name: _____

Directions: Complete this chart to identify student challenges and opportunities for growth.

1. Identify the student's challenges. ☐ Academic ☐ Behavioral ☐ Communicative ☐ Perceptual ☐ Attention ☐ Organization ☐ Social ☐ Emotional ☐ Sensory ☐ Physical ☐ Other: _____	Comments:
2. Compile plans for the whole class, small groups, and individual students. ☐ Whole class ☐ Small groups ☐ Smaller groups and individual learners	Comments:
3. Carry out the plan.	Comments:
4. Collaboratively review progress and, if needed, plan enrichment and remediation.	Comments:

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Collaboration Checklist

☐ General educators are given planning time with their co-teachers and instructional assistants to figure out the week's lessons and how to best deliver the curriculum.

☐ Special educators who implement the strategies are offered opportunities for appropriate pre-, inter-, and postplanning with their co-teachers, instructional assistants, related staff, and team members.

☐ Instructional assistants and paraprofessionals are treated as integral inclusive members of the classroom whose input is respected and needed. Guidance is given to them on how they can help the students, such as checking notebooks, monitoring time on task, scribing, and offering encouragement.

☐ Administrators and supervisors listen to and collaborate with their staff and build time into teachers' schedules to effectively problem solve and communicate with each other throughout the week.

☐ Instructional student support or multidisciplinary teams offer ongoing support beyond the scheduled IEP meetings or testing dates. For example, they observe and plan with the teachers, discussing teachers' and students' efforts, progress, and concerns.

☐ Related staff are inclusive members who offer their input. For example, the speech-language pathologist helps students gain conversational skills, and the occupational or physical therapist gives students handwriting tips or helps them to increase other motor functions.

☐ Families are regularly informed on the progress of their children and offered ways to assist in the school's efforts.

☐ Students are aware of daily, weekly, and monthly lesson objectives and are offered realistic feedback on their progress.

Solution Tree: http://www.solution-tree.com/free-resources/specialneeds/isi

People Search: Circulate to find people who can sign each descriptor.

1. Views students with IEPs as general education students_____

2. Knows how to access resources referenced _____

3. Had staff development or coaching strategies backfire _____

4. Knows characteristics of dyscalculia _____

5. Loves inclusion! _____

6. Requires more SE knowledge_____

7. Shares strategies with students, colleagues, and families_____

8. Juggles a minimum of five tasks each day/hour (circle one)_____

9. Capitalizes on staff strengths _____

10. Can use the word *collaborative* in a meaningful sentence _____

11. Wants to assist co-teachers to go beyond lead-assist model_____

12. Hates this People Search. _____

Choose Your "Collaborative Tune"

| Stand by Me	My Way	You Need to Calm Down
I Don't Care	Just the Way You Are	Just the Two of Us
I'll Be There For You	I Want to Dance With Somebody	Happy Days
Help!	The Times We Had	_____
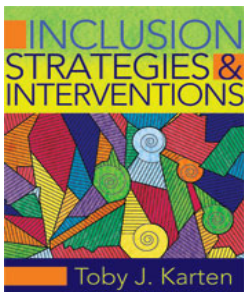
Inclusion Resources

<u>Solution Tree</u>

Inclusion Strategies and Interventions

Online Link-http://www.solution-tree.com/free-resources/specialneeds/isi

Navigating the Core Curriculum: RTI Strategies to Support Every Learner
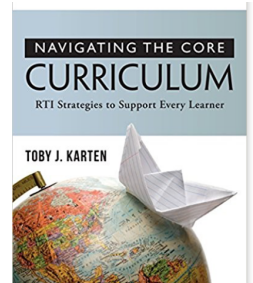
Developing Effective Learners: RTI Strategies for Student Success

<u>ASCD</u>

➢ Inclusion Do's, Don'ts, & Do Betters (QRG)
   ➢ *Building on the Strengths of Students with Special Needs: How to Move Beyond Disability Labels in the Classroom,*

<u>Corwin Press</u>

➢ *Inclusion strategies that work! Research-based methods for the classroom.*
➢ *Inclusion coaching for collaborative schools.*
➢ *Workbooks: Inclusion activities that work! Grades K-2, 3-5, 6-8.*
➢ *Embracing disABILITIES in the classroom*
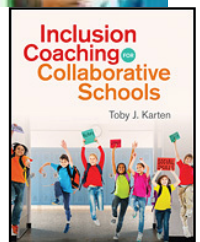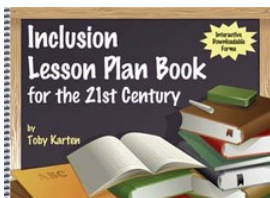➢ *Inclusion strategies that work for adolescent learners*
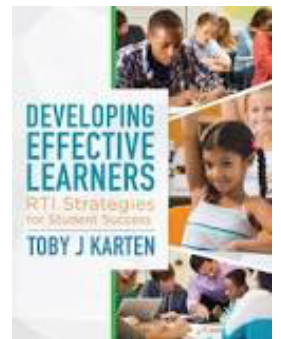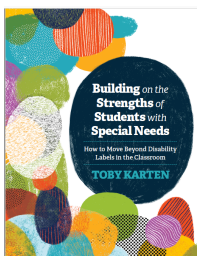
<u>National Professional Resources</u>

*Inclusion lesson plan book for the 21st Century (*2010)

Inclusion succeeds with effective strategies, K-5, 6-12 (2018)

Online Link http://www.nprinc.com/inclusion-lesson-plan-book-teacher-training-forms/

Let's continue the collaboration to *figure it in!*

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Collaborative Reflections
Hmm…. How do we work together to drive outcomes?

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