



WEA’s Inclusionary Practices Project Synchronous Courses via Zoom 2020-2021

If you are interested in offering a course for your district, building, and/or organization, please contact Annie Lamberto, alamberto@washingtonea.org. Courses can be split into multiple smaller sessions. Please note: WEA is currently offering courses virtually.

Course Title	Course Description
<p>The Attuned K-12 Educator: Accelerating Literacy</p> <ul style="list-style-type: none"> • 6 clock hours • Presented by general educator and special educator • Available October 2021 	<p>This course will provide in-depth understanding of the how equity, acceleration, and personalization will improve student learning in literacy. This course is designed for K-12 educators, in all content areas, who are seeking ways to accelerate student outcomes in literacy and considering how personalized learning approaches might enhance that acceleration. Participants will create a theory of action to deepen understanding of pedagogical shifts to leverage literacy development with evidence-based recommendations. This course explores the intersection of equity, multi-tiered systems of supports, WSLs to ensure proficient readers & writers.</p> <p>Participants should be able to...</p> <ul style="list-style-type: none"> • create a theory of action to deepen understanding of pedagogical shifts • identify the components of foundational skills that enable readers to process the alphabetic code into meaningful text • understands the pedagogical shifts and key ingredients necessary for building knowledge and vocabulary that affirms students’ cultural heritage and identity with inclusive and equitable practices • ground writing in reading and inquiry as an accelerator for reading comprehension • attune to the pedagogical shifts necessary for helping students build a mental model through processes and skills for accelerating comprehension
<p>Autism 101: Understanding/Diagnosis/Characteristics & Classroom Strategies</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>An introductory course defining autism and characteristics of autism. This presentation also introduces teaching strategies, on an introductory level, that can be implemented in a general education classroom as well as special education classroom.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Find out what we know about autism • Present statistics about Autism Spectrum Disorder (ASD) • Review the Washington Administrative Code (WAC) definition of autism • Review the Diagnosis of autism • Know two strategies/Interventions • Gain resources for reference
<p>Autism 201: Evidence-Based Practices for Learners on the Autism Spectrum</p>	<p>This course is designed to look at defining and implementing Evidence Based Practices for students with Autism Spectrum Disorder (ASD) across multiple</p>

<ul style="list-style-type: none"> • 6 clock hours 	<p>settings. It will include some review of how ASD is defined and diagnosed. The course will cover the following evidence-based practices and strategies: Visual Supports, Antecedent-based Interventions, Discrete Trial Teaching, Prompting, Social stories, and Self-Management</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Know 3-5 relevant facts about autism • See the legal definition of autism-IDEA • See the criteria for diagnosing autism-DSM-V • List 3 characteristics of autism-DSM-V • Identify and understand four Evidence-Based Practices for working with students with autism. • Gain access to resources
<p>Behavior Intervention Strategies to Support Students through Inclusive Practices</p> <ul style="list-style-type: none"> • 9 clock hours 	<p>Participants will be cultivating a growth mindset when working with students with social, emotional, and behavioral needs. They will learn about the different lens of behavior and high leverage practices for supporting students with social, emotional, and behavioral needs in inclusive classrooms. They will identify the root causes and different functions of behavior.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • View behavior through different lens. I.E. Implicit/Explicit bias, Ladder of Inference, ACE's, Disproportionality and Relationships • Cultivate a growth mindset to improve student academic and behavior success. • Learn, apply and increase high leverage social and emotional practices to address the needs of all students learning • Develop an understanding of behavior, functions and their importance.
<p>Coaching and Mentoring - Facilitating Co-Teaching: Supporting Mentors and Coaches w/Inclusive Practices</p> <ul style="list-style-type: none"> • 6 clock hours • Presented by general educator and special educator 	<p>This course is designed for coaches and mentors with a wide range of experience in co-teaching. Participants will explore and apply their knowledge of the models, roles and responsibilities, co-planning, and data collection as related to co-teaching. Coaches and mentors will practice and increase their skills and knowledge of facilitating the development of strong co-teaching teams. Participants will gain a deeper understanding of co-teaching and acquire resources and tools to further support co-teachers. Coaches and mentors will gain knowledge and skills for immediate implementation in their current roles of supporting co- teaching teams.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Participants will understand the basic relationship between specially designed instruction (SDI), Washington State Learning Standards (WSLS), Universal Design for Learning (UDL), High Leverage Practices (HLP) and inclusive practices as related to co-teaching. • Participants will develop strategies for facilitating the roles and responsibilities of co-teachers. • Participants will develop strategies to support co-teachers in co-planning. • Participants will develop communication and data collection strategies to focus on the goal of increasing student growth and inclusionary

	opportunities.
Data Driven Instruction for Coaches and Mentors <ul style="list-style-type: none"> • 6 clock hours 	<p>This course will provide an in-depth look at instruction that is data-driven incorporating the Data-Based Instruction cycle from the coaching and mentoring lens. Coaches and mentors will learn how to support teachers through all steps of Data-Based Instruction in a data collection cycle, from goal setting and writing to analysis and making instructional decisions based on the data collected. Participants will explore different ways to collect both academic and behavior data in action and will have a chance to practice and discuss the different methods. Throughout the course, coaches and mentors will discuss different resources to use to support data-driven instruction and data collection with their mentees and during a coaching cycle and will leave the training with tangible artifacts and resources to immediately put into practice.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • The participants will be able to facilitate Data-Based Instruction with teachers and mentees in their setting. • The participants will deepen their understanding of the various methods of data collection in the Data-Based Instruction cycle. • The participants will be able to support and guide teachers with goal setting and goal writing to collect accurate and usable data. • The participants will be able to support and guide teachers with data analysis to make informed data-based instructional decisions.
Coaching and Mentoring for Equitable Educational Outcomes <ul style="list-style-type: none"> • 6 clock hours 	<p>This course focuses on principles and techniques for coaching educators as they navigate the intersectionality of special education and equity in schools. Critically examining beliefs and bias is necessary for system-wide change for overcoming barriers to educational access, participation, learning processes and outcomes, and to ensure that all learners are valued and engaged equally. This course will guide participants in exploring their own beliefs and biases and provide tools for coaching other educators in self-reflection on these concepts.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Know about the historical context of educational segregation for marginalized students and how it presents in schools today. • Understand the four phases of transformational coaching (Aguilar 2020): surfacing the current reality, recognizing impact, exploring emotions, and creating new practices. • Examine how bias, identity and mindset impact successful, equitable inclusion and our coaching practices.
Coaching and Mentoring for Specially Designed Instruction in Inclusive Classrooms <ul style="list-style-type: none"> • 6 clock hours 	<p>This course is designed for coaches, mentors and teacher leaders who support educators in inclusive settings. These leaders will learn how to guide educators through the process to develop and implement Specially Designed Instruction (SDI). Using High Leverage Practices (HLP) and other methods, leaders will be able to support educators through courageous conversations to ensure the success of all students.</p> <p>Participants will:</p>

	<ul style="list-style-type: none"> • Analyze the development and implementation of Specially Designed Instruction • Utilize tools to lead coaching conversations around identifying Specially Designed Instruction in inclusive classroom teaching • Cultivate the relationship and collaboration between special education and general education teachers to deliver Specially Designed Instruction in an inclusive setting • Practice coaching and mentoring skills through case study examination and collaboration with other participants
<p>Coaching and Mentoring for Successful Inclusion of Students with Significant Disabilities</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>This course is designed for coaches and mentors who support teachers and other staff members working with students that have significant disabilities. Coaches and mentors will examine the steps to system change around inclusion, and gain access to tools and strategies to increase inclusionary practices for all students using effective coaching techniques.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Build awareness of equity and civil rights issues around inclusion and significant disabilities • Share tools and resources to facilitate inclusion • Gain familiarity with specific coaching rubrics focusing on equity and inclusion
<p>Coaching and Mentoring High Leverage Practices</p> <ul style="list-style-type: none"> • 6 clock hours • Attendees receive a FREE electronic copy of High Leverage Practices for Inclusive Classrooms 	<p>High Leverage Practices consist of four pillars (collaboration, assessment, social/emotional/behavioral, and instructional practices), when implemented, accelerate learning for all students. HLPs have significant potential for improving academic and behavior outcomes especially for those students that struggle in an inclusive setting. School leaders will learn how to support educators to identify their abilities and address areas of growth. We will discuss barriers with distance learning and how HLPs can support overcoming them. Universal Design for Learning is the framework of the presentation and the course foundation. All participants will receive a copy of the book High Leverage Practices for Inclusive Classrooms (while supplies last).</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Participants will explore education as a complex adaptive system. • Participants will work with the four pillars of HLPs to improve student outcomes and close gaps in practice. • Participants will learn how to support inclusive learning using Mind-The-Gap Tool with HLPs. • Participants will identify barriers students face in distance learning and connect HLPs that provide solutions.
<p>Coaching and Mentoring of Inclusionary Behavioral Strategies</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>Educational Leaders will evaluate the lenses of themselves and their colleagues that limit student behavioral change as well as reinforce systemic and historically exclusionary practices. They will identify frameworks that will help to cultivate alternative lenses from which to view behavioral approaches. They will look at ways to coach teachers for lasting and equitable change by applying high leverage practices and other research-based methodology. This course is for those who already have a basic understanding of growth mindset, implicit</p>

	<p>bias, ACEs, restorative practices, PBIS, and functional analysis of behavior. We recommend you take the foundational course before the coaching and mentoring version where time is spent introducing these concepts.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Recognize our own lenses, as well as those of our colleagues, as we view educator behaviors that limit student behavioral change, as well as reinforce systemic and historically exclusionary practices. • Cultivate alternative lenses and frameworks to better understand and strengthen behavioral responses both individually and school wide. • Apply these lenses and frameworks when using tools/interventions to create more inclusive practices.
<p>Coaching and Mentoring Universal Design for Learning (UDL)</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>Universal Design for Learning coaches and mentors provide in-depth understanding of the UDL principles. Participants will explore strategies to support their teachers/mentees with designing UDL lessons that include goals, assessments, methods, and materials. We will explore a mindset shift while addressing variability and reducing barriers in next generation students that are provided inclusive opportunities for all. Participants will leave with an experience of UDL lesson planning and resources to use in a coaching cycle.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • The participants will establish a mindset with next generation teaching and learning skills as a critical focus to support student teaching and learning. • The participants will explore WSLS and support teachers to establish and prioritize learning goals. • The participants will create tangible artifacts and resources to continue supporting teachers in UDL. • The participants will facilitate inclusion UDL practices to create a more equitable opportunity for students. • The participants will identify and address barriers in goals, assessment, materials, and methods. • The participants will implement UDL principles in their setting.
<p>De-Escalation Strategies for Educators</p> <ul style="list-style-type: none"> • 3 clock hours 	<p>Participants learn to recognize signs of a potential behavioral crisis and remediate before the event. In addition to exploring how their own behavior can affect the escalation cycle, participants discover and practice de-escalation techniques that recognize the importance of maintaining student dignity during behavior crises.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Determine individual student behavior triggers. • Understand and describe the escalation cycle. • Recognize the signs of a potential behavioral crisis and remediate before the event.
<p>Early Childhood and Preschoolers with Autism</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>This class reviews research demonstrating why an inclusive setting is important for preschool age autistic students as well as provides examples of LREs and how they relate to inclusive settings for preschool age students with autism.</p>

	<p>Other concepts covered in this class include strategies to use with autistic students in the inclusive setting, examples of functional routines and their importance in the early childhood classroom as well as how to write goals so they can be embedded in the regular activities of the day.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Share examples of different LREs. • Share reasons as to why an inclusive setting for preschool students with autism is important. Share 2+ inclusive models specific to early childhood. • Demonstrate knowledge of at least 2 “Tier 1” strategies that should be in the classroom for students with autism. Create at least 2 functional routines for your classroom. • Demonstrate how to write and embed a student’s goal so it can fit into the activities in the classroom.
<p>Effective Co-teaching Strategies for Inclusion</p> <ul style="list-style-type: none"> • 6 clock hours • Presented by general educator and special educator 	<p>This course focuses on implementation of co-teaching as a component of high leverage inclusionary practices. Participants will learn and develop high quality co-teaching practices from foundational aspects through implementation, including an understanding of how the six models of co-teaching and Universal Design for Learning can benefit students and educators alike. Co-teachers are highly encouraged to attend together.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the necessary components of co-teaching and the interplay of co-teaching and inclusion • Gain awareness of the roles and responsibilities of co-teaching partners • Understand the interaction of Universal design for learning and Co-Teaching • Explore the six models of co-teaching
<p>Empowering Educators - Using Explicit Instruction in the Inclusive Classroom</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>In this course participants will be introduced to the 16 elements of Explicit Instruction. Participants will learn how to design different types of lessons using Explicit Instruction and different strategies for delivering instruction. Participants will be able to apply their knowledge and understanding of the elements in designing a lesson plan that maximizes student engagement and learning.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Participants will learn the 16 Elements of Explicit Instruction. • Participants will be able to identify the components of building a lesson. • Participants will identify different types of active participation. • Participants will build a lesson using elements of explicit instruction.
<p>Facilitating Explicit Instruction for Coaches and Mentors 6 clock hours</p>	<p>Participants will be guided through the principles of Explicit Instruction and will learn how to support teachers who are incorporating these principles into their practice. Coaches will understand the importance of helping teachers identify and unpack standards to lighten the cognitive load placed on students while maintaining expectations of the standards. Participants will understand the explicit instruction lesson building process, the connections between Explicit</p>

	<p>Instruction and UDL principles, and will learn to use checklists provided to guide teachers in their building of lessons using Explicit Instruction methods.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • The participants will be able to guide their teachers and mentees with the planning and implementation of Explicit Instruction. • The participants will develop strategies for unpacking WSLs to create successful Explicit Instruction mini lessons to reduce cognitive load for students. • The participants will develop strategies for facilitating a coaching cycle with Explicit Instruction. • The participants will explore tangible artifacts and resources to support teachers implementing Explicit Instruction.
<p>Foundations for Equitable Inclusive Education</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>A course focused on the intersectionality of special education and equity in schools. Examining beliefs and bias is necessary for system-wide change for overcoming barriers to educational access, participation, learning processes and outcomes, and to ensure that all learners are valued and engaged equally.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand why inclusion is critical for equitable education and inclusive practices • Examine how bias, identity, and mindset impact successful, equitable inclusion • Understand the principles of successful inclusive and equitable practices
<p>Multi-Tiered System of Supports (MTSS): Foundations and Tier I</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency. In this course, the foundations and Tier I of MTSS will be covered.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the evolution, concepts, principles, and essential elements of MTSS. • Review best practices with respect to Tier 1 of MTSS. • Review web-based resources which will support an MTSS system in their schools.
<p>Multi-Tiered System of Supports (MTSS): Tier II</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the</p>

	<p>appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency. In this course, Tier II of MTSS will be covered, including progress monitoring and data-based decision making.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learn about best practices with respect to Tier II of MTSS. • Learn about progress monitoring and practice data-based decision-making. • Review web-based resources which will support an MTSS system in their schools.
<p>Multi-Tiered System of Supports (MTSS): Tier III</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency. In this course, Tier III of MTSS will be covered, including data-based individualization and special education eligibility.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Review best practices with respect to Tier III of MTSS. • Learn about data-based individualization. Review web-based resources which will support an MTSS system in their schools. • Learn about using MTSS to identify students with Specific Learning Disabilities.
<p>Programming for Specially Designed Instruction (SDI) in Inclusive Classrooms</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>Participants will learn the history of special education as it relates to specially designed instruction for students with disabilities. Attendees will learn what specially designed instruction is, and how our current IEP process supports collaborative opportunities for implementing SDI. Participants will have the opportunity to work with curriculum materials to outline SDI opportunities in an inclusive classroom. This course is intended for special education teachers, general education teachers, administrators and paraeducators working with students with disabilities attending general education inclusive classrooms.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Gain knowledge of the historical and legal background that led us to Specially Designed Instruction. • Gain specifics on what SDI is, who provides SDI, and how to ensure students are receiving SDI. • Examine a variety of models for delivering SDI in inclusive classrooms. • Gain a deeper understanding of the collaboration process and how it improves the success of students who require SDI in an inclusive setting.
<p>Sensory Strategies in the Inclusive Classroom</p>	<p>Participants will be guided through sensory processing concepts and will learn how to apply and incorporate these principles immediately into practice in the</p>

<ul style="list-style-type: none"> • 6 clock hours • Presented by OT • Available September 2021 	<p>inclusive classroom. They will understand the importance of sensory support and physiological needs of students to attain an optimal learning state. Participants will learn about basic neurological processes around children’s sensory processing and how to identify and apply strategies immediately to produce lasting results.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Identify sensory and physiological needs of students to attain an optimal learning state across all educational settings • Support students and yourself to identify their own sensory preferences and self-regulation patterns (empathy practice) • Understand basic neurological processes around children’s sensory processing • Identify and apply strategies for use in a variety of inclusive settings to support students
<p>STEM in Sports: Using Sports for STEM Learning in Your Classroom</p> <ul style="list-style-type: none"> • 15 clock hours <ul style="list-style-type: none"> ○ 10 hours synchronous ○ 5 hours asynchronous • STEM hours 	<p>This course is designed to help you to take the practice of a sport (any sport) and show and enhance STEM through the lens of sports. The course will shine a light on students who are motivated by sports and show how STEM can be incorporated into sports activities. This course includes inclusionary practices so that all kids can learn. Universal Design for Learning will also be a part of this course.</p> <p>This course includes a brief overview of STEM Standards; a few examples then ask participants to address their own standards:</p> <ol style="list-style-type: none"> 1. NGSS (Science and Engineering) 2. CCSS (Math) 3. Computer Science 4. Technology <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Participants will learn how to build a unit in their content area that features Sports and STEM • Participants will learn how to incorporate inclusionary practices into their content area • Participants will learn how to incorporate Computer Science and science into their content areas • Participants will learn how to incorporate student voice and UDL practices <p>This training meets the professional and continuing elementary and secondary certificate renewal requirements for STEM (RCW 28A.10.2212).</p>
<p>Successful Inclusion of Students with Significant Disabilities</p> <ul style="list-style-type: none"> • 6 clock hours 	<p>Participants will learn why and how to include students with significant disabilities. Participants will examine research around the benefits of including students with significant disabilities in the general education classroom and learn implementation strategies for evidenced based inclusive practices. Participants will be given tools and examples and are highly encouraged to bring their general curriculum or general education unit plans, school</p>

	<p>schedules, and student schedules to plan for current or future students whom they want to or are currently including, though bringing these items are not required. This course is most beneficial for special education teachers, general education teachers, administrators, ESPs (paraeducators) and ESAs (counselors, SLPs, OTs). Participants are highly encouraged to come with their Multi-Disciplinary teams, if possible.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Participants will demonstrate understanding of what is a “significant disability”, inclusion, and the special education laws and services around inclusion. • Participants will demonstrate understanding of why inclusive practices benefit students with and without disabilities. • Participants will demonstrate how to implement evidence based inclusionary practices. • Participants will analyze tools and resources and engage in implementation of these into their practice
<p>Universal Design for Learning (101)</p> <ul style="list-style-type: none"> • 6 clock hours • Attendees receive a FREE electronic copy of High Leverage Practices for Inclusive Classrooms 	<p>Participants will learn about Universal Design for Learning, a framework for inclusive education that aims to reduce barriers to learning and optimize each individual student’s opportunity to learn in the general education setting. The course will be organized into 4 core areas: equity and inclusionary practices, UDL Principles, overcoming barriers to implementation, and practical tips for implementing UDL principles in the classroom. All participants will receive a copy of the book High Leverage Practices for Inclusive Classrooms (while supplies last).</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Participants will review the history of the educational system in the United States as a framework for understanding current practices in education. This will establish why UDL principles are an equitable instructional approach to supporting all students’ learning in general education settings. • Participants will explore the foundational principles of UDL and resources for developing a plan to begin incorporating UDL principles in their lesson planning. • Participants will learn how to proactively identify and eliminate barriers that restrict access to meaningful education, thereby increasing achievement for all students. • Participants will experience a UDL designed lesson plan and will receive tips for getting started with UDL.
<p>The UDL Design Cycle; Through a PLC Perspective</p> <ul style="list-style-type: none"> • 6 clock hours • Available October 2021 	<p>This course is intended for learners who have a general understanding of the Universal Design for Learning (UDL) framework. Participants will focus on the application of the UDL framework in lesson planning, through the support structure of a collaborative professional learning community (PLC). Learners will examine their mindsets to become more equitable, inclusive, responsive educators, who creates better outcomes for all students.</p>

	<p>Participants will:</p> <ul style="list-style-type: none"> • Connect equitable, quality education to the UDL Lesson Design Cycle • Understand how the PLC and UDL cycles support responsive teaching, by proactively planning for in the moment teaching and learning flexibility • Learn how to create an inclusive environment through intentional backwards planning, implementing the UDL framework and respecting the diversity of learner variability • Participate in a structured, reflective Professional Learning Community (PLC) learning cycle
<p>Unpacking Standards to Reach ALL Students in the Math Classroom</p> <ul style="list-style-type: none"> • 6 clock hours • Presented by general educator and special educator • Available October 2021 	<p>The State of Washington adopted the Common Core Standards for Mathematics (CCSSM) to equitably and comprehensively guide and inform student learning and promote college and career readiness. This course will explore the CCSSM content and practice standards, key shifts in their development, and the critical relationship between standards-based learning and equitable access to learning. Through this process, participants will learn how to unpack standards to develop cognitively rigorous learning targets.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Understand the math standards and key shifts in implementation - focus, coherence, and rigor. • Understand the importance of ensuring equitable student access to grade level learning. • Understand coherence of math across grade levels and how to leverage prior concepts. • Understand how to unpack standards to create high quality learning targets with clearly identified levels of rigor.
<p>Why Inclusion? The Parents' Perspective</p> <ul style="list-style-type: none"> • 6 clock hours • Presented by parents of students with disabilities 	<p>This course is designed to help give educators and colleagues purposeful and meaningful perspectives on inclusion from the caregiver's point of view as well as practical applications using parents' success stories. The course is led by a team of parents of students with disabilities, including some that are professionals in the field of education. The course is designed to help you understand that inclusive classrooms are more than just good practice, but that the concepts and ideas of inclusivity have a large impact on the whole person throughout their lifespan and are part of the evolution of social justice for marginalized populations. It is an invitation for you to become allies in this process of social change.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Explore and reflect on their own beliefs and biases about inclusion. • Give examples of the concepts defining inclusion and its impact on students and families. • Articulate ways to collaborate with teams for inclusive practices. • State examples of inclusive, concrete curriculum ideas and strategies.