Improving Performance of Students with Disabilities

A Handbook for Providing Technical Assistance to Local Education Agencies

Agenda

- Welcome and Overview of Session
- Guiding Principles
- California’s Accountability System
- Support for Students with Disabilities
- Continuous Improvement
- Tools and Resources

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Handbook Contents

The Handbook has four sections:

- **Section 1**: California’s Accountability System, pp. 1 – 4
- **Section 2**: Support for Students with Disabilities, pp. 5 – 8
- **Section 3**: Continuous Improvement Cycle, pp. 9 – 22
- **Section 4**: Toolkit, pp. 23 – 62

Quick Survey

**Directions:**

1. Read the prompts on the 4 posters.
2. Rate yourself on each continuum.
   - Cast your votes with sticky dots!
Guiding Principles

The Handbook is based on six guiding principles derived from:

- Effective program elements necessary for SWDs, and
- Recommendations from the 2015 Statewide Task Force Report on Special Education “One System: Reforming Education to Serve ALL Students.”

Talk About It!

1. Read the six guiding principles on slides 7 & 8.
2. Highlight a principle that resonates with you.
3. Share the principle you selected with a partner or your group. Explain why you selected it.
Guiding Principles

1. General Education and Special Education work together seamlessly as one coherent system.

2. Educational programs are organized within the context of a Multi-Tiered System of Supports (MTSS) framework to ensure academic and behavioral supports are provided for all students.

3. Instructional programs incorporate high quality, standards aligned, evidence-based practices and use of principles of Universal Design for Learning (UDL).

4. Data systems are integrated to combine relevant information from state and local assessments including: formative and summative data, universal screening measures, and anecdotal observations from parents and teachers.

5. Site based teams monitor progress, identify interventions, and adapt instructional practices and behavioral supports to promote success for all student using evidence-based systems of inquiry.

6. Programs are culturally and linguistically responsive.
Section One

CALIFORNIA’S ACCOUNTABILITY SYSTEM

Handbook Contents

Section 1: California’s Accountability System (pp. 1 – 4)
Overview of the key components of the California School Dashboard and key information about implications for Students with Disabilities
- State and local indicators of school success
- Getting to know the reports in the Dashboard
- Disaggregated data: A closer look at the SWDs
- Accessibility supports
- Participation of SWDs in California’s assessment system
California’s Accountability System

- Single, coherent system that includes multiple indicators of success
- Tied to the Local Control Funding Formula (LCFF)
- Focused on:
  - Transparency
  - Equity
  - Continuous improvement
- Includes:
  - School districts
  - Schools, including charter schools
  - Student groups (ethnic/racial groups, English learners, low income, students with disabilities, homeless, and foster)

California School Dashboard

- One key component to California’s accountability and continuous improvement system
- Series of four reports that displays performance on multiple measures (“indicators”) of school success
- Indicators include:
  - State – as measured by the State of California (six)
  - Local – as measured by local school districts (four)

*Ultimately the Dashboard will assist in identifying strengths and areas of improvement for districts, schools, and student groups.*
State and Local Indicators of Success

- **State Indicators**
  - Chronic Absenteeism
  - Suspension Rate
  - English Learner Progress
  - High School Graduation Rate
  - College/Career
  - Academic Performance
    - English-Language Arts
    - Mathematics

- **Local Indicators**
  - Basic Conditions
    - Teacher Qualifications
    - Safe and Clean Buildings
    - Textbooks for All Students
  - Implementation of Academic Standards
  - School Climate Surveys
    - Safety
    - Connection to School
  - Parent Engagement

Performance Ratings

- Performance on **state indicators** is displayed in easy to understand color ratings
  - Blue (highest performance)
  - Green (state goal)
  - Yellow
  - Orange
  - Red (lowest performance)

- Performance on **local indicators** is displayed as:
  - Met
  - Not Met
  - Not Met for 2+ Years
Performance on State Indicators Combines “Status” and “Change”

- The color-coded ratings for each state indicator are based on a combination of “status” and “change.”
  - Status = most recent performance
  - Change = difference from prior year to current year

Who Receives a Dashboard?

- School Districts
- Schools, including charter schools
- Student groups
  - Major racial/ethnic groups
  - Low income students
  - English learner students
  - Students with disabilities (SWD)
  - Foster youth
  - Homeless
Improving Performance of Students with Disabilities
(CCSESA)

Accessing the Dashboard

- Online access at https://www.caschooldashboard.org/#/Home

The Dashboard Includes Four Reports

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report
Equity Report Focuses on Student Groups

- Shows:
  - Performance levels for all students on the state indicators,
  - The total number of student groups that received a performance level for each indicator, and
  - The total number of student groups that received a performance level of Orange or Red.

Status and Change Report Highlights Improvement Over Time

- Helps identify the location of the school or district on the 5x5 table for each state indicator by showing:
  - The current year “status” (ranging from very low to very high), and
  - The “change” from the prior year (ranging from declined significantly to improved significantly).
- Clicking on a state indicator provides the “status” and “change” information for each student group.
A Peek at the Status and Change Report

Detailed Report Shows Additional Information Contributing to the Color Performance Level

- Shows detailed information on state indicators by category:
  - Academic Performance
  - School Conditions and Climate
  - Academic Engagement
- Detailed information includes, for example:
  - The percent of English learners making progress for the English Learner Progress Indicator, or
  - The percent of students who are prepared for the College/Career Indicator.
A Peek at the Detailed Report

Student Group Report Highlights
Performance of Student Groups by Indicator

- Shows performance of each student group on state indicators.
- Includes a scroll bar at the bottom of the display.
- Clicking on the state indicator provides a “status and change” report for that indicator with student group information.
Inclusion of SWDs in the Dashboard

- Districts and schools are accountable for the performance of their students with disabilities.
- Color-coded performance on state indicators are displayed for districts or schools with 30 or more students in the group.

Special Notes About Participation of SWDs in California’s Assessment System

- All SWDs participate in the California Assessment of Student Performance and Progress (CAASPP) System.
  - Some, with the most significant cognitive disabilities, participate in the California Alternate Assessment (CAA) in English-language arts/literacy (ELA), mathematics, and science. The Fall 2017 Dashboard did not include results from the CAA.
  - Most SWDs participate in:
    - The Smarter Balanced Summative Assessments in ELA and mathematics
    - The California Science Test (CAST)
    - Accessibility resources support students in showing what they know and are able to do
Accessibility Resources

- Three types:
  - **Universal Tools** are available to all students and do not require any specific settings to be applied in the testing interface.
  - **Designated Supports** are available to any student who could benefit from its use as determined by a team of educators familiar with the student.
  - **Accommodations** are only available for students with an Individualized Education Plan (IEP) or Section 504 Plan.

- Districts and schools should employ a standard process for:
  - Identifying which students would benefit from using one or more accessibility resources
  - Evaluating available accessibility resources for appropriateness
  - Allowing students practice time with the accessibility resources prior to the summative assessment each spring

Use of Accessibility Resources: Questions to Consider

- Who in your school district or school is responsible for implementing a systematic process for the effective and equitable use of accessibility resources?
- Who is responsible for training teachers and others on the available accessibility resources?

**NOTE:** Accessibility resources are for all students, not just students with an IEP or Section 504 Plan.
The Performance of the SWD Student Group is Red…Now What?

- Just because students share one demographic characteristic (i.e., they have an identified disability), doesn’t mean that the group is otherwise homogeneous.
- Further disaggregation of the data is necessary.
- Collaborate with your data team.
- Ask questions…
  - Are our students being offered accessibility supports to help them in classroom instruction and on the assessments?
  - Are students given adequate time to practice with those accessibility supports prior to testing?
  - How many students are being assessed with the CAA versus the Smarter Balanced assessments?
  - Are our students demonstrating improvement over time?

Questions to Ask About SWD

- Step 1: Learn more about the students who are part of the SWD group
  - What is the racial/ethnic breakdown?
  - What is the socioeconomic breakdown?
  - What are the English proficiency levels?
  - What kind of disabilities exist?
- Step 2: Dig into performance to identify trends/anomalies
  - Does performance differ by identified disability?
  - Does performance differ by grade?
  - Does performance differ for elementary schools compared to middle or high?
  - Are there performance differences for SWD who are also English learners?
  - Are there performance differences for SWD who are also low income?
Improving Performance of Students with Disabilities
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**Fall 2017 Dashboard Results**

Most districts were eligible for Differentiated Assistance based on the performance of Students with Disabilities

- 164 of 228 districts were eligible for Differentiated Assistance for SWDs
  - 21 districts were eligible based on LCFF priorities 4 & 5
  - 120 districts were eligible based on LCFF priorities 4 & 6
  - 11 districts were eligible based on LCFF priorities 5 & 6
  - 11 districts were eligible based on LCFF priorities 4, 5 & 6

**2017 Dashboard Results**

LCFF Priorities

- 4 Academic (ELA and Math)
- 5 Graduation
- 6 Suspension
Talk About It!

With a partner or a table group:

- Talk about the districts in your county that were identified for Differentiated Assistance based on the performance of their Students with Disabilities.
- Share relevant information about the indicators that led to their identification.
- What are some ideas for addressing these areas for improvement?

Section Two

SUPPORT FOR STUDENTS WITH DISABILITIES
Handbook Contents

Section 2: Support for Students with Disabilities (pp. 5–8)
Background information about California’s Students with Disabilities

- One system for all students
- Who are California’s students with disabilities?
  - Categories of disabilities and inclusion in LCAP – unduplicated student groups
- Aligning support for students with disabilities
  - Multi-Tiered Systems of Supports (MTSS)
  - Universal Design for Learning (UDL)
  - Evidence-Based Practices (EBP)

One Coherent System

“In a coherent system of education, all children are considered general education students first; all educators, regardless of which students they are assigned to serve, have a collective responsibility to see that all children receive the education and the supports they need to maximize their development and potential so that they can participate meaningfully in the nation’s economy and democracy.”

CA Special Education Task Force Report (March 2015)
Equality vs. Equity

Equality

Equity

Handbook, p. 5

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Early Childhood Practices Matter

“Decisions in the Early Childhood period put people either on an inclusion road or a segregated road… it starts in the earliest years of life.”

Ann Turnbull, Ed.D.
University of North Carolina

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Disability categories for individuals preschool through 22 years of age

California Children with Disabilities: Ages 0-22 by Primary Disability Category

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number of Students</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Specific Learning Disability (SLD)</td>
<td>293,231</td>
<td>38.87</td>
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<tr>
<td>Speech or Language Impairment (SLI)</td>
<td>160,024</td>
<td>21.21</td>
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<tr>
<td>Autism (AUT)</td>
<td>104,573</td>
<td>13.86</td>
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<tr>
<td>Other Health Impairment (OHI)</td>
<td>90,195</td>
<td>11.96</td>
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<td>Intellectual Disability (ID)</td>
<td>43,976</td>
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<tr>
<td>Emotional Disturbance (ED)</td>
<td>24,560</td>
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<td>Orthopedic Impairment (OI)</td>
<td>11,153</td>
<td>1.48</td>
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<td>Hard of Hearing (HI)</td>
<td>10,528</td>
<td>1.4</td>
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<td>Multiple Disability (MD)</td>
<td>8,887</td>
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<td>Visual Impairment (VI)</td>
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<td>Deafness (DEAF)</td>
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<td>Traumatic Brain Injury (TBI)</td>
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<td>Established Medical Disability (EMD)</td>
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<td>Deaf Blindness (DB)</td>
<td>111</td>
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</table>

11% of all students are identified as students with disabilities. Of those identified:
- 12% are homeless.
- 16% are English learners.
- 12% are socioeconomically disadvantaged.
- 25% are foster youth.

Source CALPADS data 2016-17
Total Student population = 6,228,235
### Key Elements of a Multi-Tiered System of Supports (MTSS)

- System-wide alignment of resources and initiatives
- District, site, and grade-level participation in alignment of resources and programs
- Support for all students including gifted and high achievers
- Use of Universal Design for Learning (UDL) principles
- A focus on sustainable interventions that reflect best practice aligned to Common Core State Standards
Universal Design for Learning (UDL)

- Provides students with **equitable access to education**
- Optimizes instruction and supports for all students in the general education setting
- Ensures **full access to the general curriculum** regardless of disability, English language proficiency, income level, race, academic levels, etc.
- Includes **differentiated instructional strategies** in classroom settings
- Offers **explicit and rigorous instruction** that is culturally responsive and linguistically appropriate

Source: Udlcenter.org
Rubric Activity – Digging Deeper

Partner Up!

- Choose one section of the rubric (pp. 37-46)
- Think about a school you know well or have worked with and consider:
  - How might the school team answer the guiding questions in the rubric?
  - How might they rate themselves on the section of the rubric you selected?
- How might you lead a conversation about this topic and next steps with the school team?
- What evidence would you look for to inform this conversation?
Evidence-Based Practices

Evidence-based Practices have supporting research

- Increased likelihood of positive outcomes
- Less time and resources devoted to ineffective programs and practices
- Increase in sustainability because data supports the efficiency of these practices

Four Tiers of Evidence

- Tier 1 – Strong Evidence
- Tier 2 – Moderate Evidence
- Tier 3 – Promising Evidence
- Tier 4 – Demonstrates a Rationale
Evidence-Based Practices

Tools to Assist with the Selection of EBPs

EBP Comparison Sheet

Hexagon Tool

With your table group, explore the two tools then discuss the following prompt:

How might you be able to use these tools as part of your differentiated assistance efforts?
Section Three
CONTINUOUS IMPROVEMENT CYCLE

Handbook Contents

Section 3: Continuous Improvement Cycle (pp. 9 – 22)
Information, resources, and links for implementing a “Plan, Do, Study, and Act” cycle
- Common school and district plans
- Guidance for improvement teams (processes and actions)
- Use of data: analysis, planning, and Improvement

Resources in the Section 4 Toolkit will be useful for implementing the “Plan, Do, Study, and Act” cycle.
Continuous Improvement

ASSESSMENT
Plan Do
Act Study
ACCOUNTABILITY

Continuous Improvement: Plan

ASSESSMENT
Plan Do
Act Study
ACCOUNTABILITY
Continuous Improvement

The PDSA cycle ensures improvement teams develop and implement coherent systems that:

- Provide ongoing review and assessment
- Focus on plans to improve overall performance
- Promote equity for all student groups
- Implement actions and services that address targeted areas of need
- Evaluate improvement efforts to inform next steps

Plan

Planning processes, regardless of the framework, share common elements:

- Input from stakeholders
- Measurable goals
- Improvement timelines
- Identified leads
- Allocation of resources
- Selection of tools to monitor improvement and student performance
District and School Level Plans

Questions to Consider During the Plan Phase

- Did all of the appropriate stakeholders provide input and feedback on the plan?
- Are the goals aligned to the data?
- What is the intended result of the actions to be taken? (Tip – create an “if - then” statement).
- Are timelines reasonable?
- Will individuals assigned to tasks be able to implement the actions? (Do they have the necessary level of authority, knowledge, and skills for the task?)
- Are sufficient resources allocated to support the full Improvement of the plan?
- How will the plan be monitored for Improvement and effectiveness?
Improving Performance of Students with Disabilities

Improvement Teams dramatically increase the likelihood that the interventions will be effective and lasting.

NO IMPROVEMENT TEAM

14% 17 YEARS

WITH IMPROVEMENT TEAM

80% 3 YEARS

IMPROVEMENT IN INTERVENTION OUTCOMES

Improvement Teams Increase Readiness By...

- Developing an implementation structure
- Assessing and reporting on fidelity and outcomes
- Building linkages with external systems
- Problem-solving and promoting sustainability
- Identifying data needed for analysis of program efficiency

Handbook, p.10

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Handbook, p.11

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Improvement Team Members Should Be…

- Familiar with the data and identified problem that is driving the implementation of a new program or practice
- Informed about the continuous improvement framework being utilized
- Agents of change within the school and community
- Aware of the role and responsibilities of the improvement team

Ultimately, the improvement team is responsible for ensuring that the improvement happens and that the innovations and implementation methods achieve the intended outcome at the student level.

Activity: Improvement Teams

- Think about a current challenge or problem at your site or in your district.
- Who would you need on your improvement team to address that challenge?
- Think about either “repurposing” an existing team or “starting fresh.”
- The following prompts will help you think about team formation:
  - Given the proposed work of the team, what core competencies will be needed?
  - Who can bring those competencies to the table?
  - Given the work to be done, what is a functional number of members?
  - Which stakeholders need to be included?
  - Are there potential gaps in team expertise/competency? If so, how will you fill those gaps?

“Get the right people on the bus, the wrong people off the bus, and the right people in the right seats.”

- Jim Collins
Support Structures

- LEADERSHIP
- VALID & RELIABLE DATA COLLECTION SYSTEM
- TWO-WAY COMMUNICATION PATHWAYS
- A DETAILED PROFESSIONAL LEARNING PLAN
- ONGOING COACHING

Handbook, p.12

Improvement Teams

- Activate Improvement Frameworks at each level
- Each team is charged with doing its part to
  a) support the work of teams at the level “below” them
  b) engage in activities that ensure that the overall Improvement infrastructure is developed
- Support staff in delivering innovations as intended and improving outcomes for students
- Sustain the innovation over time and across staff
- Scale-up the innovation over time and across units
- Ensure continuous improvement of fidelity and student outcomes

Handbook, p.13
Reflect and Ask Why

When teams do not take the time to reflect and ask questions, they risk continuing to invest financial and human resources in actions that will not deliver results.

Stage 1: Reflect

- Dedicate sufficient time for in-depth inquiry process.
- Use data (exclusively) to make initial observations.
- Ensure discussions are evidenced-based.
- Focus on objectivity.
- Resist attempts to draw conclusions or make inferences.
- Develop problem statement(s) based on facts presented.
Use Data to Make Observations

- California School Dashboard
  - Data Observation Tools (Section 4, 3.1)
  - Overall Data Observations Sheet (Section 4, 3.2)
- DataQuest
- The Inventory of Services and Supports (ISS) for Students with Disabilities (SWDs)
- Other Local Performance or Perception Data

Use Data to Make Observations

- Is the Status and Change for the SWDs student group different from other student groups? By how much?
- What type of suspensions are occurring overall?
- Do these suspensions differ by student group? By grade? By school?
- Is there a particular time of day when more suspensions occur?
- Is there a particular location where more suspensions occur?
Develop a Problem Statement

- Statements of quantity
- Comparisons to prior years
- Comparisons to reference groups

AVOID
- Making inferences about the observations
- Drawing conclusions

Sample Problem Statement

*SWDs who are also long-term English learners (LTELs) in grades 7-8 performed on average 70 points below their non-SWDs and English-only SWDs peers in mathematics in 2017; their performance declined significantly from the prior year.*
Stage 2: Ask Why

- Transition from problem statement(s) to determining root cause.
- Explore all contributing factors.
- Add context.
- Assume systems and symptoms are interrelated.
- Provide time for thorough questioning.
- Be persistent—continue to ask why.

Root Cause Analysis

Use the lens of an MTSS to identify the root cause of the problem.
**Fishbone Diagram**

- Chart the MTSS categories on the spines of the fish
- Ask questions through the lens of each MTSS category using the 5-Why Analysis Form to find the root cause(s) of the problem

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**Sample Root Causes of the Problem**

**Problem:**
SWDs who are also long-term English learners (LTEls) in grades 7-8 performed on average 70 points below their non-SWDs and English-only SWDs peers in mathematics in 2017; their performance declined significantly from the prior year.

**Root Causes:**
1. Lack of coordination between general education and special education—specifically in providing explicit language instruction for SWD ELs in the area of mathematics.
2. No procedure to guarantee that IEP teams identify the appropriate designated supports for the Smarter Balanced assessments and that supports are assigned to an adequately practiced by SWDs.
Fishbone Diagram

- With a partner, record an MTSS category
- Ask questions through the lens of this MTSS category using the 5-Why Analysis Form to find the root cause(s) of the problem

5-Why Analysis Template

Handbook, p. 48

Handbook, p. 52
Continuous Improvement: Do

Elements of Implementation

- Collect evidence to monitor quality and degree of implementation
- Consider possible barriers to implementation and plans to address barriers, or possible alternatives
- Develop rationale for actions to be taken
- Create and monitor implementation timelines

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<th>Sample Implementation Planner</th>
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<td>Implementation Activity</td>
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Handbook, p. 9
Elements of Implementation

- Review the questions that may be used to develop tools and processes for monitoring implementation plans.

- How can you support a school or district in implementing their improvement plan?

THE FOLLOWING QUESTIONS MAY BE USED TO DEVELOP TOOLS AND PROCESSES FOR MONITORING IMPLEMENTATION PLANS:

- When and how often will the plan be monitored for implementation?
- Who will monitor the implementation of the plan?
- What evidence will be collected to document implementation?
- What documentation protocols will be used?
- How and when will the results of the plan be reported?
- What is the communication plan for sharing information and results of the implementation with stakeholders?
- How will adjustments be made during the implementation of the plan?
- How will the individuals implementing the plan be supported?

Continuous Improvement: Study

Handbook, p. 9

Handbook, p. 19

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Elements of “Study”

- Review the evidence regarding the implantation of the plan at predetermined intervals.
- Analyze student performance results at designated milestones.
- Include all appropriate stakeholders in the “study” phase to share their perspectives, experiences, and insights.
- Establish a process to consider what has been working, what has not been working, and why.
- Create protocols to guide stakeholders through the process.

THE FOLLOWING QUESTIONS MAY HELP GUIDE DISCUSSIONS DURING THE STUDY PHASE:

- Is more information needed to study the implementation and effectiveness of the plan?
- If the actions were not implemented as planned, what were the causes?
- Who should this information be shared with?
- How has the plan impacted student achievement?
- Based on the available information, what should be stopped, started or continued?
- How will initiatives with positive results be replicated, shared, and incorporated into additional programs?

Handbook, p. 21
Continuous Improvement: Act

Elements of “Act”

- Consider all evidence of implementation efforts and effectiveness
- Discuss outcomes with all appropriate stakeholders
- Consult with other experts, as needed
- Determine which actions will be continued, modified, or stopped.

<table>
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<th>Evaluation of Implementation Activities</th>
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<td>Implementation Activity</td>
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Handbook, p. 9

Handbook, p. 22
Elements of “Act”

- Review the questions that may help guide discussions during the Act phase
- How can you support a school or district in determining how to proceed with their improvement plan?

**THE FOLLOWING QUESTIONS MAY HELP GUIDE DISCUSSIONS DURING THE ACT PHASE:**

- Who needs to be involved in the discussion regarding the future of this activity/initiative?
- Did the activity produce the desired outcome?
- Were actions fully implemented as planned?
- How might this activity or service be modified to better serve the students?
- If this activity was successful, should it be extended to other students? If so, how can this occur?

*Handbook, p. 22*
Section 4: Toolkit

Resources to support the implementation of processes and actions described in the Handbook:

- Tools to help identify and implement Evidence-Based Practices
- Forms to guide the analysis and discussion of California School Dashboard data for Students with Disabilities
- Resource to guide a root cause analysis process
- Rubric for MTSS framework self-assessment
- Checklists for implementation of practices
- Annotated Resource List

Evidence-Based Practices Worksheet
CA Dashboard: Data Observation Tool

Overall Data Observation Sheet
MTSS Implementation Rubric

Checklist for IEP Teams
Annotated Resource List

- Key Principles, Best Practices, Guides, Manuals, Checklists, Articles, Training Modules, Learning Resources, Articles, Protocol definitions and are included in the following sections:
  - Universal Design for Learning
  - How might you be able to use the information from the Handbook as part of your differentiated assistance efforts?

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Toolkit Summary

How might you be able to use the information from the Handbook as part of your differentiated assistance efforts?