

2TEACH[®]

GLOBAL

Championing Inclusive Practices Around the Globe



Professional Learning and Services Catalog
www.2TeachGlobal.com

About 2Teach® Global



CEO and Founder of 2Teach® Global, Dr. Wendy Murawski, is one of the world’s top experts in co-teaching. Her research, publications, and presentations have been used nationally and internationally to help schools become more inclusive. Dr. Murawski’s PhD is in Special Education, with an emphasis on Research and Co-teaching; she also holds an Ed.S. in Educational Administration, an MBA in Business, and an MEd in Special Education. She has been a keynote speaker in Europe, Asia, Africa, Canada and in 42 of the 50 United States. Dr. Murawski has written and edited 18 books on best practices in inclusive education, collaboration, co-teaching, and Universal Design for Learning.

Dr. Murawski’s vision for 2Teach® was first and foremost to offer school districts and organizations a way to improve their “inclusive education with a sense of humor!” She recognized that becoming more inclusive is not easy and requires support, scaffolding, and expertise – but that baby steps, handholding and lots of laughs can help the process immensely. Thus, she began to carefully select colleagues who were not only experts in a diverse array of topics related to inclusive education (like PBIS, Differentiation, UDL, and more), but who were also strong presenters with great personalities. Currently, the 2Teach® Global associates represent researchers authoring peer-reviewed research on inclusive education, professors who are leading programs in teacher education, and teachers who are making change in their own district. Each and every 2Teach® Global Associate is here to ***champion inclusive education around the world*** through presentations, webinars, articles, blogs, coaching, observations, and more. Currently, 2Teach® Global offers around 80 associates committed, eager, and willing to work with your group.

Types of Services

Professional Learning	On-Site professional development experiences with highly engaging presenters who offer practical and concrete strategies for use in inclusive classrooms.
Coaching	2TG has specialty coaches for your teachers and administrators for access in person or on our mobile app.
School Diagnostics	A thorough review of schools offering a comprehensive report with recommendations for strategic planning.
Conferences & Workshops	2TG can host a conference at your site or collaborate with your on-site experts at the District or School Level to offer a kick-off or year-end summit or convocation with multiple associates.
Webinars	Webinars (both live and pre-recorded) provide the flexibility to be offered in smaller chunks of time to meet the needs of the teachers. Offered 7 days a week.
On-Line Professional Learning	Do teachers need staff development hours or continuing education credits? We have it covered or online professional learning provides those opportunities.
Immersion Simulation	Have teams work with real life immersion simulation. This training is so realistic participants gain insights immediately and can hone their skills in real-time.
Technical Assistance	We provide a wide variety of technical assistance from strategic planning through implementation. 2TG will essentially be “on-call” to guide and support your school or district leaders when they face new challenges.
Student Assessments	Tricky or potentially legal situation? Our unbiased professionals can observe specific students in classrooms, conduct individual assessments, and write reports. They can then work with teachers to identify techniques to help the student meet IEP goals.
Research	Looking to document your work and make data-driven decisions? Our experts would love to work with your school and district, collaborating on important educational research from design to analysis to dissemination.
And Much More	Need support not yet mentioned? Contact us and we would be delighted to help you out. If it is to support students and inclusive practices, it is in our wheelhouse!

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Inclusive Practices

Schools are at varying places in terms of the students they serve and we at 2Teach Global are here to help you wherever you are! The following are our most popular workshops, and they can be personalized to meet the needs of your organization and your participants. While more in-depth workshops are a full day in length, we offer many delivery and length options.

- * **Inclusion 101**
- * **Universal Design for Learning**
- * **Role of the Paraprofessional in the Inclusive Classroom**
- * **Role of the Special Educator in the Inclusive Classroom**
- * **Role of the Administrator in Supporting Inclusive Practices**
- * **Differentiated Instruction**
- * **High Leverage Practices**
- * **Specially Designed/Academic Instruction (SDI/SAI)**
- * **Improving Inclusive Practices for Students with Extensive Support Needs**
- * **Establishing a School Inclusion Committee**

These sessions may be personalized so that participants walk away with concrete strategies they feel are specific to their roles. Based on a “Professional Development Information Sheet” we send you in advance, your feedback can help us tailor the above sessions to your group. The more information you give us, the more specific we can be.

General Strategies – what do you employ already?

Special Populations – who are you serving?

Capacity Building – can we train the trainers?

Practical Ideas: Do’s & Don’ts – what are specific issues?

Content Specific Strategies – is there a content focus?

Grade Level Specific Strategies – a grade level focus?

Different Roles – who will be participating?

Different Levels of Understanding – are participants new to this content or do they require advanced information?



Co-Teaching

Administrator's Role in Supporting Co-Teaching

Administrative training is strongly encouraged for schools and districts new to coteaching. Using *Leading the Co-teaching Dance* (Murawski & Dieker, 2012) as the resource, 2Teach Global associates will offer guidance for superintendents, central office, principals, school administrators, instructional coaches, and teacher leaders on how to create and sustain co-teaching. For schools ready to collect data on their practices and grow their coteaching systematically, we use the text *Beyond Co-teaching Basics: A data-driven, no-fail model for continuous improvement* (Murawski & Lochner, 2018), which introduces the CTIME time model (Collaborative Teaching Improvement Model of Excellence).

Co-Teaching 101

This workshop builds off of the Co-Teaching 101 training and assumes participants have basic co-teaching knowledge. In this session, presenters will include substantive time on co-planning. In addition to describing ways to find time to Co-plan, participants will learn how to maximize their time spent together so they are more efficient and focused on the shared objectives. Teachers will be able to create co-planned universally designed lessons that utilize the What\Why\How\Who approach (Murawski & Novak, 2017). Strategies for planning and differentiation will be infused throughout the training and resources for ongoing co-planning are provided.

Co-Planning for Success

In this workshop, 2Teach Global associates use interactive methods to ensure that all participants have a common understanding of the definition of effective co-teaching to include its critical components and common barriers. Emphasis will be placed on developing roles and responsibilities for the co-taught classroom and instructors will use humor, stories, and practical strategies to engage participants at their varying levels. The importance of differentiation, universal design for learning, and specially designed instruction will be described, and tips will be provided to include them when co-teaching. Workshops can be focused on specific disciplines or grade levels or can be K-12. When possible, it is recommended that teachers come in teams and that administrators join in the workshops to help ensure everyone is on the same page. While co-planning and co-assessing are mentioned as critical to the co-teaching process, the focus of this workshop is on co-instruction. It is recommended that these workshops are co-taught to model co-teaching in action.

Diagnostocs

2Teach Global Associates can provide you with a comprehensive school diagnostic.

How Does It Work?

We bring a team of specialists to conduct a thorough examination of your school by triangulating data points with interviews, observations, and document analysis, while ensuring interobserver agreement.

There are 4 Diagnostics from which to choose:

- ***Inclusive Practices*** – Based on CEC’s Inclusive Practices Pathways
- ***Co-teaching*** – Based on the Co-teaching Competency Framework
- ***Specially Designed Instruction*** – Based on evidence-based best practices for SDI
- ***School Improvement*** – Based on the nationally recognized School Turn Around Principles

A School Diagnostic Includes:

- * Classroom Observations
- * Interviews with Administrators, Teachers, Counselors, Staff and Students
- * A comprehensive 20+ page Report with recommendations
- * A Scripted Diagnostic Staff Debrief Session with Improvement Tools
- * A Report Out to the District/Site Administration



Administrators love this process as it provides the necessary focus to expeditiously help a school to meet its goals.

Most diagnostics require a minimum of 2-3 Specialists for 2 full days; some large comprehensive sites. Let us know how large your school is and how many faculty you have. We would be happy to provide you with a quote for pricing and time requirements. All pricing includes travel, per diem, comprehensive reports, and an online follow-up meeting to review results.

Coaching

Educational coaching offers true teacher empowerment. With a 2Teach® Global assigned coach, specific pedagogical skills can be discussed, modeled, practiced, and reflected upon. The cycle of improvement is rapid, and teachers feel supported in their journey.

2TG provides coaching to any level of teacher (novice to veteran) to assist them in areas in which they would like to improve. Coaches offer practical and evidenced-based strategies that teachers can implement immediately, as well as access to myriad resources, so that all students of diverse abilities can be successful.



Protége is our cutting-edge virtual app designed to empower educators in their pursuit of excellence in co-teaching and other inclusive skills. It is our privilege to offer you this unique opportunity to explore, learn, and refine your teachers' skills through this innovative platform.

Co-teaching is an invaluable service delivery option that fosters collaboration, inclusivity, and enhanced student learning outcomes. We believe that by equipping ourselves with the knowledge and tools necessary for effective co-teaching, we can make a profound impact on our students' education. Because strong co-teaching requires the use of differentiation, UDL, and specifically designed instruction, coaches are prepared to support teams in a variety of instructional needs.

Through Protége, teachers have access to a wealth of resources, including video tutorials, interactive modules, peer discussions, and real-time coaching from experienced mentors. The platform is designed to be user-friendly and flexible, allowing teachers and teams to learn at their own pace and tailor their co-teaching journey to their specific needs.

Tele-Mentoring

VIRTUAL COACHING

FOR EDUCATORS IN THE INCLUSIVE CLASSROOM

Take your CO-TEACHING to the next level!



Sign up now!

REAL TIME SUPPORT

On-Site Observations & Debriefing

We want to ensure that teachers feel supported as they move forward in inclusive practices, recognizing that each class and school has its own unique culture. Experts can come in, observe classes, and then coach teachers, offering numerous strategies and positive feedback specific to their own subjects, grades, and needs. Each observation is supported by a thorough report based on the Co-teaching Core Competency Framework, CEC's Inclusive Practices pathways or 2TG Specially Designed Instruction Teacher Checklist. Each observation includes a debriefing session with the teacher(s) observed. We believe strongly that observations should not be done for purely evaluative purposes, but rather for instructional support. We want to be able to watch teachers and teams through an entire lesson so that we can offer insights on pedagogy, co-teaching, UDL, SDI, differentiation, class management, and the many other requirements in a typical inclusive classroom.

Our “deep bench” of Associates at 2TG means that we are able to identify an Associate who has the expertise matched to the site, grade level, subjects observed, and teams' expertise. We know, for example, that secondary educators need to hear from someone who has “been there, done that” at their level. We have Associates who specialize in mathematics, science, literacy, the arts and more, at a variety of levels to make sure we have the right match.

Administrators and coaches are offered the opportunity to shadow a 2Teach Global Associate to learn best practices for observing and providing positive specific feedback. Utilizing these tools is critical to provide teachers and teams with the support they need to reach new levels in their inclusive practices.



Online Learning

Teachers and Administrators can obtain staff development hours and micro-credentials on their own schedule and from the place of their choosing. Flexible E-learning modules are offered by 2Teach Global in various areas. Educators can use these options for continuing education hours.



Current Topics Include:

- Co-Teaching
- Co-Assessing
- Co-Planning
- Differentiated Instruction
- Universal Design for Learning
- Creating an Inclusive Learning Community
- Specially Designed Instruction

Additional Professional Learning Options

Educational needs are diverse and 2Teach Global is ready to help, no matter what those needs are. Our primary focus is supporting inclusive education so that a state, organization, district, school or classroom is prepared to meet the needs of *all* learners! To that end, there may be a variety of areas you are interested in developing. Please contact us if you'd like more information on any of these workshop topic areas. We have associates with diverse expertise, and we'd love to work with you!

We are most known for our work on:

- Co-teaching
- Inclusion
- Universal Design for Learning
- High Leverage Practices
- Learning Center Model
- Differentiation

But did you know that we also offer:

- Understanding by Design
- Backward Planning
- Project-Based Learning
- Technology and Assistive Technology
- Twice-exceptional learners
- Gifted educational strategies
- Culturally responsive teaching
- Mindfulness
- STEM/STEAM, Math, Literacy specific inclusive strategies
- Inquiry based learning
- Classroom Management
- Positive behavior interventions and supports(PBS/PBIS)
- School family partnerships
- Data-driven decision making and formative assessments
- The law and special education
- Working with immigrant displaced and refugee children with and without SPED
- New teacher induction
- Mentor teacher development
- Conferencing & effective feedback
- Authentic performance-based assessment
- English learners – strategies and co-teaching
- Accommodations/Modifications
- *And more! If it relates to inclusive education, we can help!*

2TG Intervention Program

COMING July 1st

2TG is excited to announce that we have partnered with Bookworms Intensive (BWI) on the creation and dissemination of literacy and mathematics programs designed to support educators in their work through a Multi-Tiered System of Support (MTSS). This program will include professional learning for teachers, as well as hands-on materials and curricula that reduce time, stress, and questioning for teachers faced with an array of diverse academic learners.

INTERVENTION PROGRAM

Pricing Guide



PRICING GUIDE

Description of Service	Price
Dr. Murawski honorarium*	\$6,500/day
2Teach Associates honorarium* for onsite services	\$5,000/day
Daily honorarium* for virtual services	\$4,000/day (Dr. M-\$5000)
Webinar Training	\$750/hour
Immersive Simulation Training	\$1,500/session
Protégé Tele-Mentoring	\$375/hour
Online E-Modules	Call for Pricing
2Teach University Courses	Call for Pricing
Books & Materials	See Pricing

***All honorariums are inclusive of travel & per diem to ensure a flat-fee invoice.**

We provide many pricing options – from one-hour webinars to multi-year contracts. Our preference is always to develop a relationship with a client for ongoing work and to avoid the “one-and-done” presentations. That said, we understand that every school, district, and organization know their needs best.

Not sure what you need or how to attain the goals you have for inclusive practices? Please set up a time to discuss your needs and let us assist in developing a sustainable professional learning plan for your organization.

Building a Professional Development Plan & Quote

Below is a template to use we will send you if you are interested in a quote. The worksheet provides the necessary information for 2Teach Global to provide an accurate quote to ensure we are meeting your professional development needs and any requested support. A 2TG executive team member can work through this with you via Zoom so feel free to reach out at info@2TeachGlobal.com.

_____ School Year

Proposal for Professional Development and Support Services

School/District Goal(s):

- 1.
- 2.
- 3.

School/District Demographic Information:

No. of Schools: _____

Approximately _____ students

Breakdown of student Populations (i.e. IEPs, SES, ELL, Title I):

Special Education Programs (i.e. SDC, RSP, LCM):

Proposed Content for Professional Development

Overall Description:

Proposed Dates	Activity	Audience	Details	Budget/Costs
<i>See example below</i>				
1/20/2 8:00 – 3:30	Professional Development	All Middle Schools (XYZ MS; ABC MS; MNO MS) Gen Ed Spec Ed Admin Coaches	Best practices of Co-Teaching Sped students are in Gen Ed classrooms and need supports. What does true co-teaching look like to support all students	TBD

Multi-Year Roll Out Matrix Planner

We all know that one and done professional development is not the most effective. If you want sustainable change, all the research says it takes 3-5 years. We at 2TG like to establish a long-term relationship with our districts and use a scaffolded approach that ensures we build in the sustainability necessary. A 2TG representative will work your school/district to complete the following matrix planner to develop the best implementation plan for your school/district. We also recognize that priorities change over time, so we remain flexible as we work collaboratively each year to adapt any plans to best meet that year's objective. We look forward to working with you in developing the best possible plan. You may contact us at info@2TeachGlobal.com.

Print and Plug Template
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5 Year Roll-Out Proposal for Increased Inclusive Practices

_____ School District

*All PD can be offered in person or virtually. PD can be broken into smaller “chunks” if needed.

Professional Development Activity	Link to Deliverables	Year 1	Year 2	Year 3	Year 4	Year 5
Role of the Administrator in Supporting Inclusive Practices (& Leading the Co-teaching Dance book) – ½ day	End of PD survey					
SIMPACT “Inclusive Leadership Training” for Admin online to practice skills (& Law book)	End of PD survey					
SIMPACT “Potentially contentious IEP meetings” training for Admin online	End of PD survey					
2 day on-site training on Co-Teaching & Co-Planning – can include SLPs & other DIS providers (& Collaborative Teaching book) (2 presenters)	End of PD survey					
Building capacity in Co-Teach/Co-Plan (Co-Teaching video for new teachers)	Internal accountability measures					
Role of the Special Educator in 21 st Century (support w/case mngmt, collab, strategies) – SPED only	End of PD survey					
Role of the Paraprofessional in the Inclusive Classroom (& Collaborate Communicate Differentiate book)	End of PD survey					
Inclusion 101 training – Brings in MTSS, UDL, DI, SDI, Co-Teaching, Strategies, Mindsets, etc.	End of PD survey					
Training on Master Scheduling for Admin for Co-teaching & Inclusion	End of PD survey					
Year-long coaching through Protégé (Can include supports for Co-Teaching, SDI, and UDL depending on teams)	Protégé data can be analyzed					
On-site Observations and debriefs	Observation reports; CTSS can be quantitatively analyzed					

5 Modules for internal training/building capacity	Internal accountability measures					
Developing Communities of Practice	CTSS can be quantitatively analyzed					
Inclusion Diagnostic	Diagnostic reports; can be redone after 3 years and compared					
Co-Teaching Diagnostic	Diagnostic reports; can be redone after 3 years and compared					
SDI Diagnostic	Diagnostic reports; can be redone after 3 years and compared					
SDI on-site training for Special Education teachers (2 presenters – Day 1 SPED only; Day 2 add GenEd) (& WRW with EL book) – 2 days	End of PD survey					
Creation & facilitation of Inclusion Committees (district & schools); after first few years, facilitated by school personnel	Creation of Inclusion Plan, Definitions, Intro video to district					
District & Admin Technical Assistance – Answer questions/Help present to parents/Create video on inclusion/Heavier in first 3 years then reduced	Documentation of questions and hours spent					
Creation of Co-Teaching Handbook for District	Handbook					
District-wide training on UDL (Suggested for back to school keynote)	End of PD survey					
Additional training on UDL, Differentiation & Co-teaching	End of PD survey					
District-wide training on High leverage practices (& HLP book)	End of PD survey					
Webinar on topics TBD (e.g., Twice-exceptional, supporting students with extensive support needs (modifying standards-based curriculum), co-assessing, Intro to SPED topics, etc) – 1 a year	Internal accountability measures					
Materials (see books above)	Internal accountability measures					

Professional Development recommended:	
<p>Inclusive Education 101:</p> <ul style="list-style-type: none"> All teachers (gen ed and sp ed) All administrators Legal and ethical foundations of inclusive education Basic intro to Universal Design for Learning, MTSS, RTI, Differentiation, Specially Designed Instruction, PBIS, Use of paraprofessionals, Accommodations, Modifications Focus on strategies & mindset Recommended text: <i>What Really Works with Exceptional Learners</i> 	One Full Day with 2 Associates
<p>Co-Teaching 101 + Co-Planning for Success</p> <ul style="list-style-type: none"> Describes roles/responsibilities, benefits/ challenges, co-instructing with 5 models - (day 1) Focus on co-planning & co-assessing (day 2) to include finding and using planning time efficiently Co-taught with 2 consultants to model co-teaching and differentiation Recommended texts: <i>Collaborative Teaching in Elementary Schools</i> and <i>Collaborative Teaching in Secondary Schools</i> 	Two Full Days with 2 Associates
<p>Role of the Special Educator in the 21st Century:</p> <ul style="list-style-type: none"> Only special education teachers Caseload management with in-class support, co-teaching, and self-contained Need for departmental collaboration & systems-approach Focus on instructional and behavioral strategies & inclusive mindset <p>Recommended text: <i>What Really Works with Exceptional Learners</i></p>	One Full Day with 1 Associate
<p>Role of the Paraprofessional in the Inclusive Classroom</p> <ul style="list-style-type: none"> This session is designed to help paras know their role in the inclusive classroom (support not co-teach) Helps them know how to initiate, differentiate, support & not hover Includes strategies for adapting curriculum “on the spot” and facilitating communication between gen ed and sp ed teachers. Recommended Text: <i>Collaborate, communicate, and differentiate</i> 	One Full Day is preferable; can be ½ day if needed; 1 Associate
<p>Role of the Administrator in Supporting Co-Teaching (Can be broader – Supporting Inclusion – or narrower to co-teaching specifically)</p> <ul style="list-style-type: none"> This session is designed to help school leaders develop a clear strategy and vision for inclusive practices at their school sites. Provides strategies on how to build partnerships & schedules, and give planning time Recommended text: <i>Leading the Co-teaching Dance</i> 	One Full Day is preferable; can be ½ day if needed; 1 Associate
<p>Inclusive Leaders Skills Training with SIMPACT</p> <ul style="list-style-type: none"> Done on-line 	Three 2-hour sessions; online;

<ul style="list-style-type: none"> • Uses avatars & inclusive situations to build critical thinking skills, problem-solving around legal & ethical issues, and difficult conversation skills with teachers, families, students, and advocates • Three 2-hour sessions with facilitation; can be modified • Recommended text: <i>Special Education Law & Policy</i> 	includes Facilitator
<p>Dealing with Potentially Contentious IEP Meetings with SIMPACT</p> <ul style="list-style-type: none"> • Done on-line • Uses avatars & inclusive situations to build critical thinking skills, problem-solving around legal & ethical issues at a difficult IEP meeting • Three hour session <p>Recommended text: <i>Special Education Law & Policy</i></p>	Three hour session online; includes Facilitator
<p>Introduction to Universal Design for Learning:</p> <ul style="list-style-type: none"> • For all educators • Introduces UDL, provides ethical, legal, research & brain-based rationales for its use • Models UDL while teaching about it • Engages learners around multiple means of representation, engagement, action & expression • Emphasizes the need for choice, voice, & objective • Recommended text: <i>What Really Works with UDL</i> 	Two Full Days with 2 Associates is preferable; Can be One full day with 2 associates if needed
<p>Design and Delivery of Specially Designed Instruction</p> <p><i>Day One</i></p> <ul style="list-style-type: none"> • All special educators (day 1) • From IEP development to the design of SDI • The recursive process- data collection and documentation of the delivery of SDI to inform instructional methods and IEP development <p><i>Day Two</i></p> <ul style="list-style-type: none"> • All teachers (gen. ed. and sp. ed.) (day 2) • From design of SDI to delivery in all environments • Progress monitoring, implementation, analysis • Recommended text: <i>What Really Works with Exceptional Learners</i> 	Two Full Days with 2 Associates

Additional supports available through 2Teach Global: (prices available upon request)

On-line Coaching

- Online coaching sessions for grade-level or content teams (hour-long or 20-30 min micro-coaching)
- Facilitated “Encounters” using Protégé
 - Accountability measures built in for systemic skill-building
 - Progress throughout the year
 - Connection with mentor through app
 - Connection with other mentees in similar grades/situations

On-Site Observations & Debriefs

- Full-length observations of inclusive classes and/or co-teaching teams, followed by coaching/debriefing sessions with teaching teams
- Teams are observed using Quality Indicators for Inclusive Ed and Co-teaching Core Competencies Checklist.
- Teams and admin receive a full debriefing and report on each visit

Diagnostic Visits

- Available in three areas (select one): Inclusion, Co-Teaching, Specially Designed Instruction
- Multiple 2Teach Associates conduct full diagnostic review visits at selected schools (Each school may require multiple days depending on its size)
- Review of relevant district-wide policies, structures, and union agreements
- Review of current special education placement data
- Meetings/interviews with administrators
- Interviews with teachers and students
- Diagnostic Classroom Observations
- Comprehensive Diagnostic Report with data summary and results and recommendations

Site-Specific PD (in person or webinar)

- Topic determined by school site inclusion team.
- All aspects of inclusive education (to include students who are twice-exceptional, gifted, have extensive support needs, are culturally & linguistically diverse, are on 504 plans, have challenging behavior and/or social skills, as well as sessions for their families and those who support them)
- PD can be on-site or on-line; variety of time lengths
- Can keynote kick-off to school year (Dr. Murawski)

Facilitation of Inclusion Committee Meetings

- District or school site inclusion committee meetings across a school year

Facilitated Showcase

- End of year showcase; Share artifacts & resources
- Planning for next year; Learning from one another
- Can include admin, counselors, teachers, paraprofessionals, other related personnel
- Builds sustainability and institutionalization of practices

Webinars and Modules

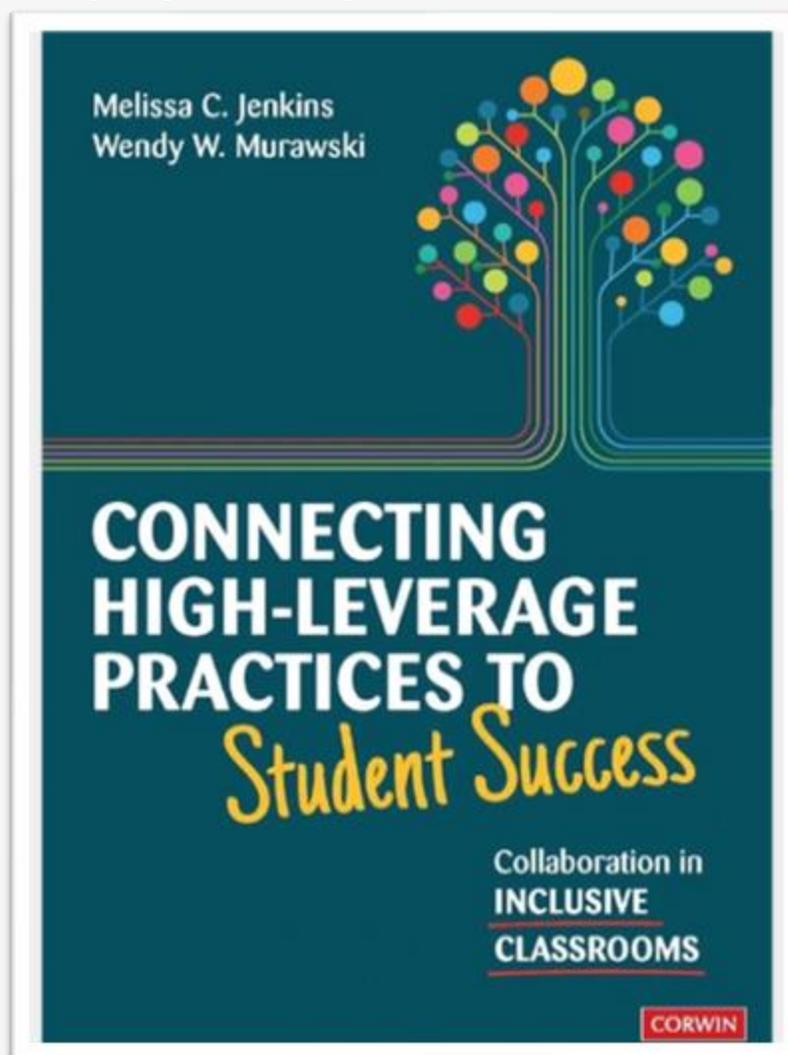
- Pre-recorded professional development on various topics (see list on separate page)
- Webinars are recorded presentations (typically one-two hours)

<ul style="list-style-type: none"> • Modules can be facilitated by site personnel and include the pre-recorded presentation with suggested activities and graphic organizer and materials
<p>Strategic Planning</p> <p>State, District, School level planning to help determine needs for support, areas of strength, & action plan</p>
<p>Pre-recorded Modules available through 2Teach:</p>
<p>1. Co-Teaching Relationships (1.5 hours total)</p> <ul style="list-style-type: none"> • 60 minute of Dr. Murawski (2 parts) + 30 min of "activity" • Focus on relationships, trust, roles • Attached graphic organizer with 5 activities, access to padlet, and one homework assignment
<p>2. Co-Teaching 101 (2 hrs total)</p> <p>70 minutes of Dr. Murawski (2 parts) + 50 minutes of "activity"</p> <p>Focus on the 5 approaches</p> <p>Attached graphic organizer with 8 activities & two articles</p>
<p>3. Co-Planning (2.5 hours total)</p> <ul style="list-style-type: none"> • 60 minutes of Dr. Murawski (4 parts) + a 30 minute video of co-planning in action + 60 min of activities • The 6 activities include actual co-planning -about an hour total for all the activities. • In total, if they watch the whole video and actually do the co-planning of a lesson, it's about a 2.5 hours module. • Attached graphic organizer with 8 parts & one article & access to planning template
<p>4. Co-Assessing (1 hour 45 min total)</p> <p>66 minutes of Dr. Murawski (5 parts) + 40 min of activity</p> <p>There are multiple activities.</p> <ul style="list-style-type: none"> ○ Activity 1: 15 min ○ Activity 2: 10 min ○ Activity 3: 15 min <p>Attached graphic organizer with 6 activities & bonus articles</p>
<p>5. Co-Teaching and UDL (2 hours total)</p> <ul style="list-style-type: none"> • 60 min of Dr. Murawski (4 parts) + 1 hour of activity • 4 Activities: 10 min, 10 min, 15-20 min, 20-45 min • Attached graphic organizer with 5 activities (video link, handouts, scenarios)
<p>6. Co-Teaching from Beginning to End (1 hour video)</p> <ul style="list-style-type: none"> • Hosted by Dr. Wendy Murawski • Models all 3 aspects of co-teaching (co-planning, co-instructing, co-assessing) • 2 options available: 8th grade ELA and 8th grade Math
<p style="text-align: center;">Additional Videos/Modules Available as well on particular topics</p> <p>Some Examples are An Introduction to Twice-Exceptional learners; A Series of Webinars on High Leverage Practices; Intro to Differentiation; Intro to UDL</p>

Books

2Teach Global is fortunate to have the Who's Who of education as Associates. They have provided research and books in numerous areas of education. Please take some time to review current books by our Associates. Books may be ordered at www.2TeachGlobal.com or are online through Amazon.com and the respective publishers.

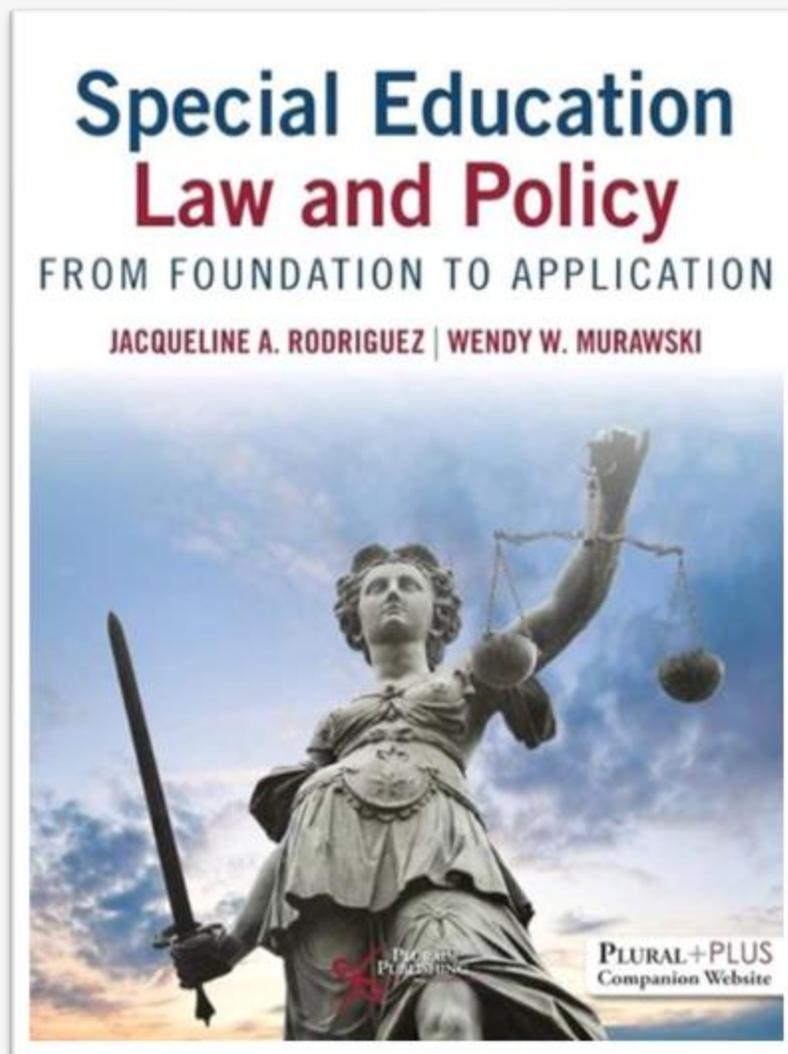
Connecting High-Leverage Practices to Student Success



High-leverage practices are those identified through the Council for Exceptional Children and the What Works Clearinghouse as the skills needed by every educator. This 2024 book demonstrates how educators who employ effective collaboration and co-teaching greatly amplify student engagement, achievement, and growth, particularly for those learners needing extra support. Written by two of the nation's top experts in

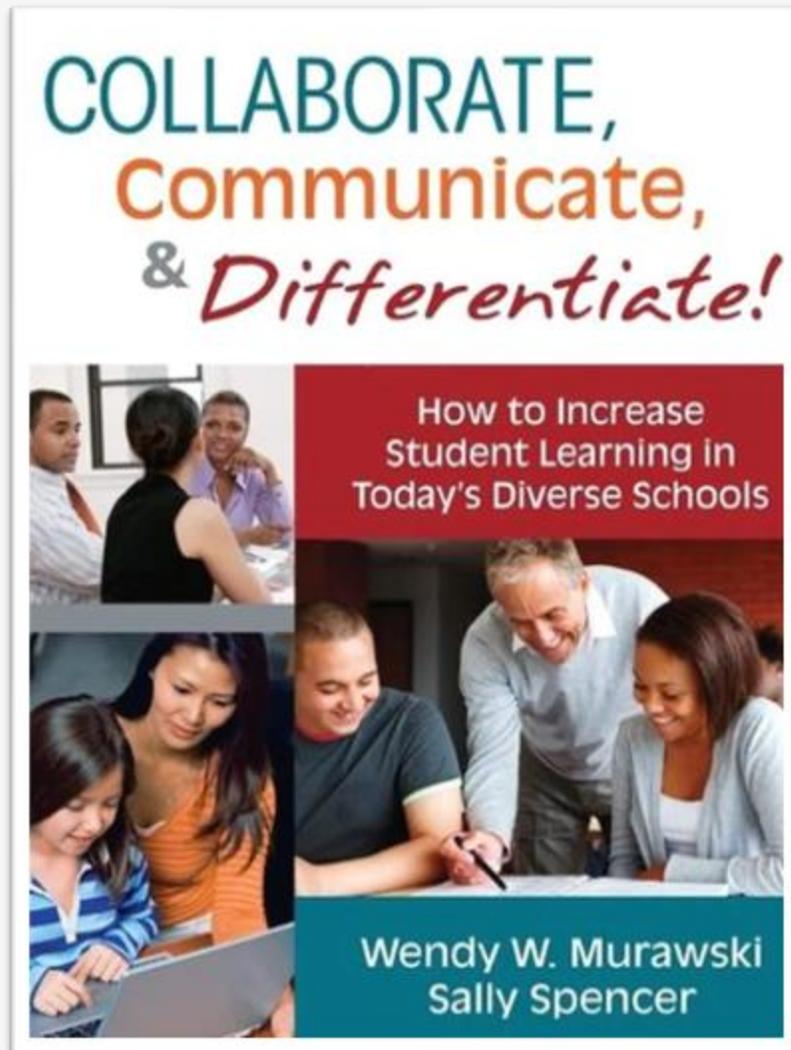
co-teaching, *Connecting High-Leverage Practices to Student Success* is an essential, reader-friendly guide for educators and instructional leaders who are passionate about creating truly inclusive classrooms where all students thrive— academically, behaviorally, socially, and emotionally.

[*Special Education Law and Policy*](#)



Understanding the relationship between law, advocacy, and Special Education is crucial for those who educate and advocate on behalf of students with disabilities. *Special Education Law and Policy: From Foundation to Application* provides a framework for understanding and implementing the law as it applies to students with disabilities and their families. Rodriguez and Murawski crafted a textbook that distills complex legal concepts into a digestible format to ensure readers understand their roles as teachers, counselors, administrators, and advocates.

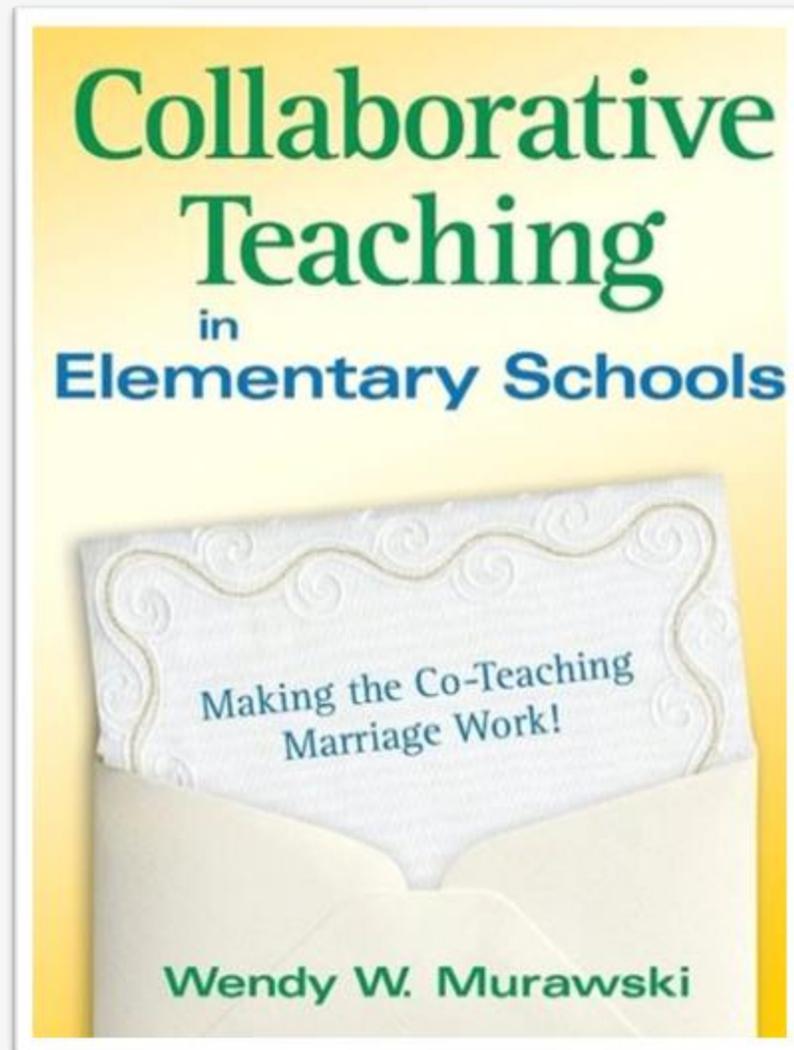
Collaborate, Communicate, Differentiate



Teachers in both general and special education classrooms, as well as the paraeducators who work with them, are being asked to collaborate to give all students access to the general education curriculum. The challenge is that teachers nor paraprofessionals receive very little training in how to collaborate successfully. *Collaborate, Communicate, and Differentiate!* takes collaboration out of the abstract and applies it to daily tasks such as:

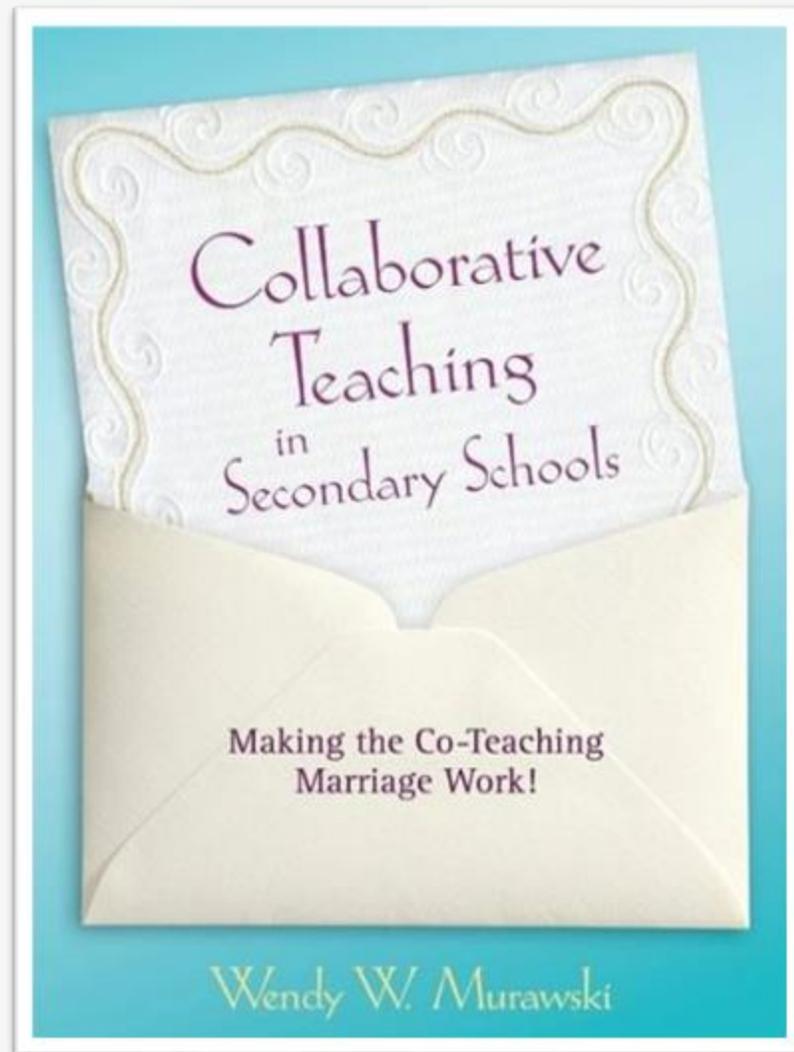
- Planning and differentiating instruction
- Communicating with families
- Assessing students with diverse backgrounds and abilities
- Co-teaching
- Coordinating with all staff members

Collaborative Teaching in Elementary Schools



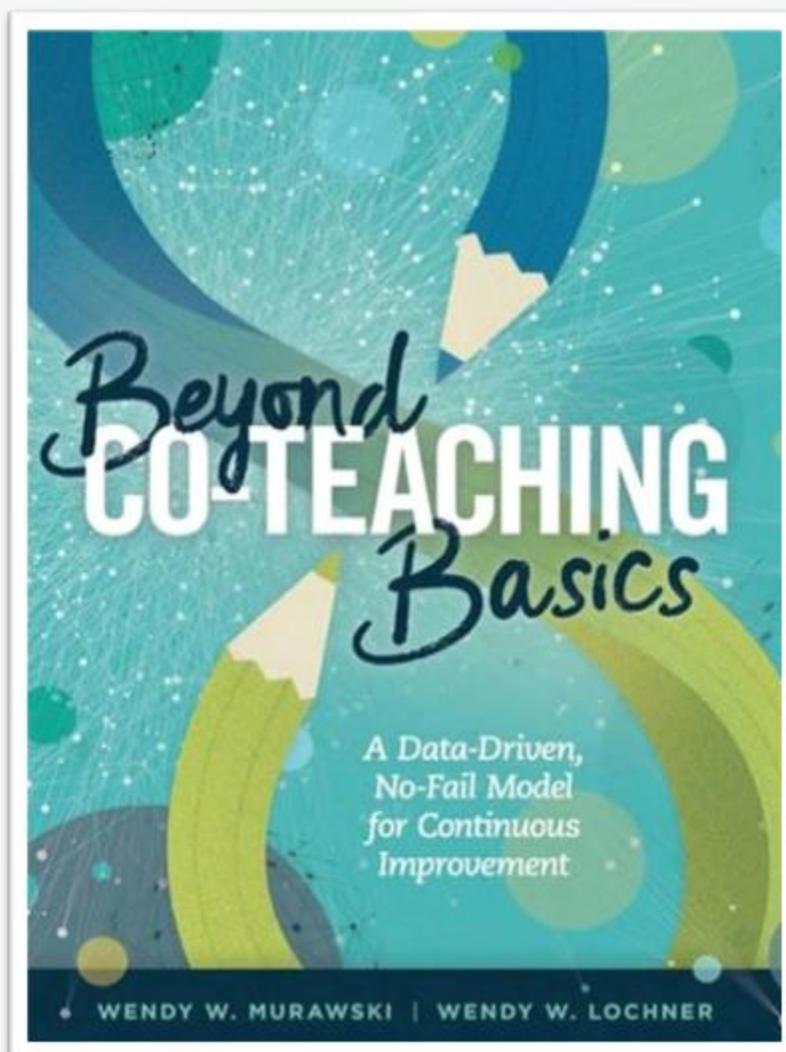
A classic! One of the first books on co-teaching and still considered one to provide the most specific, concrete strategies for co-teachers. The book is divided into 4 parts: Dating, Engagement, Wedding and Marriage. Each of the 4 parts has a chapter titled "Matchmaker, Matchmaker: The role of the administrator." The book is easy to read, practical, research-based, and humorous. Every major aspect of co-teaching is addressed and directly related to the elementary classroom.

Collaborative Teaching in Secondary Schools



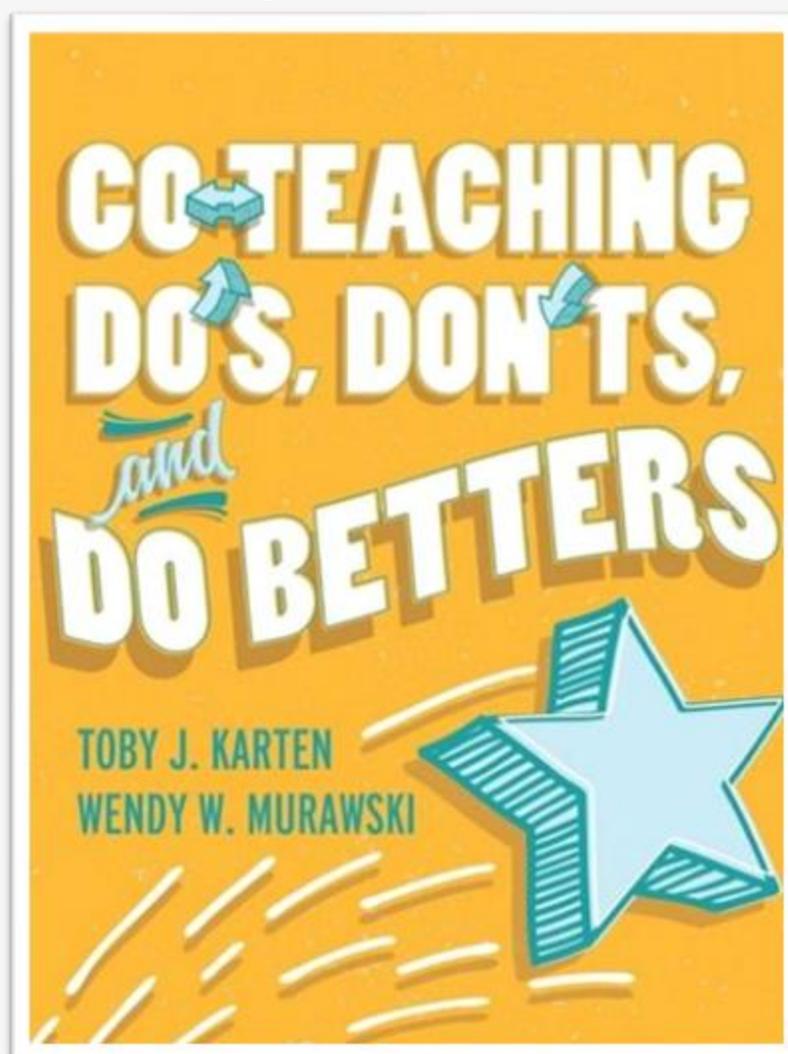
A book for every middle school and high school co-teacher! Funny, practical, easy to read, and chockful of concrete strategies at the secondary level. The book is divided into 4 parts: Dating, Engagement, Wedding and Marriage. Each of the 4 parts has a chapter titled "Matchmaker, Matchmaker: The role of the administrator." Every major aspect of co-teaching is addressed and directly related to the secondary classroom.

Beyond Co-Teaching Basics



Has your school been co-teaching for a while? Ready to use data to build sustainability and improvement to take it to the next level? This is your book! CTIME is a model that supports the acquisition of the knowledge and skills of co-teaching core competencies, which are then generalized into the classroom setting and sustained. Co-teachers hone the co-teaching competencies to a mastery level. Teams learn how to use data and determine what they need to work on based on their own data. Microteaching allows them to practice and develop these essential skills.

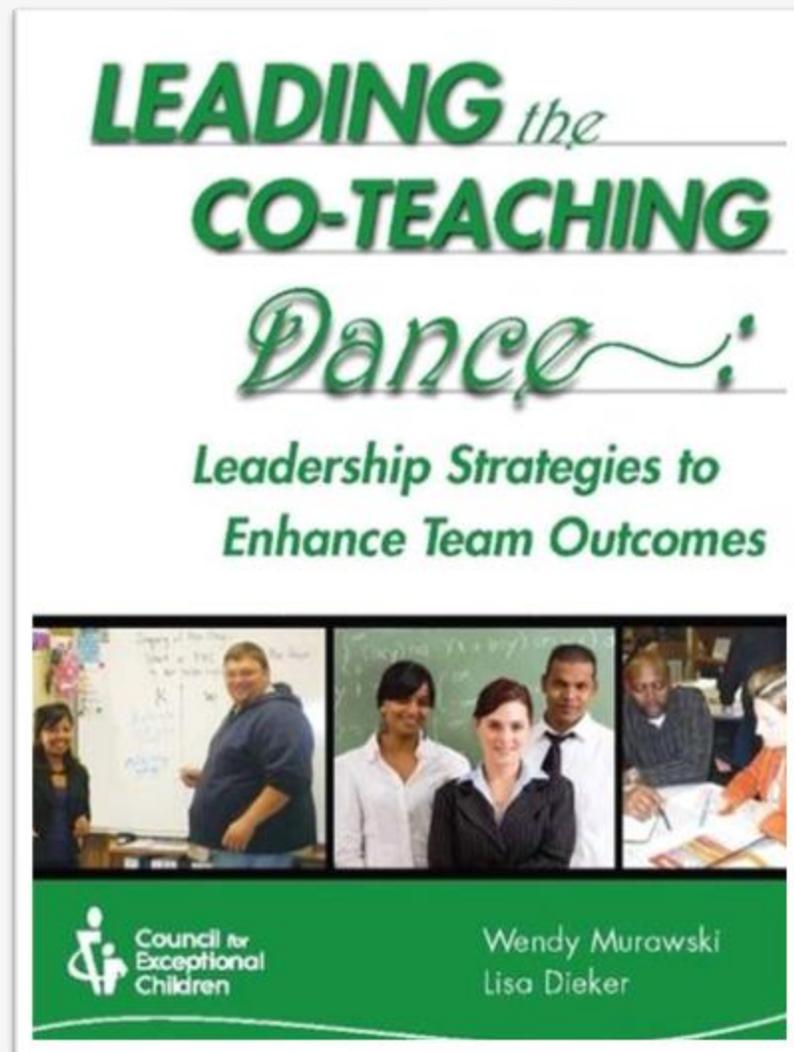
Co-Teaching Do's, Don'ts & Do Betters



In this practical guide, co-teaching and inclusion experts Toby J. Karten and Wendy W Murawski detail best practices for successful co-teaching and ways to troubleshoot common pitfalls.

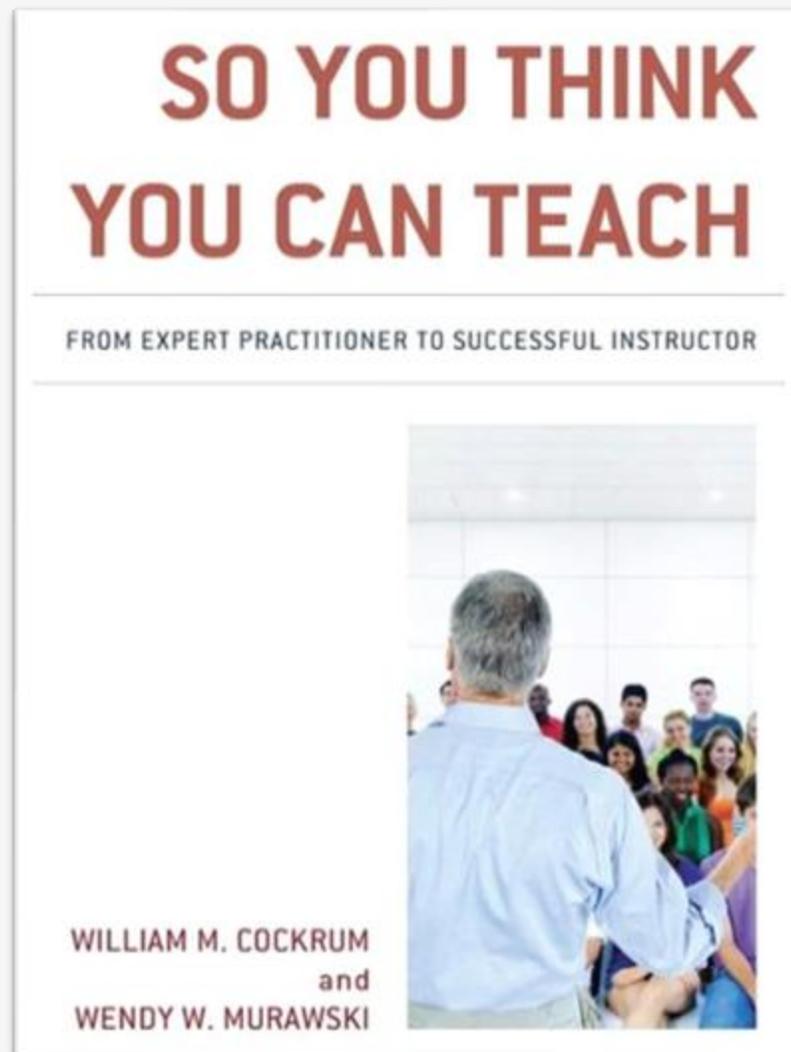
Table of Contents includes: The Co-teaching Spokes of Inclusive Principles; The Relationship and Collaborative Roles; Planning for Instruction and Assessment; Collaborative Teaching in Action; Academic and Behavioral Co-teaching Supports and Interventions; Collaborative Reflections, Improvements and Celebrations.

Leading the Co-Teaching Dance



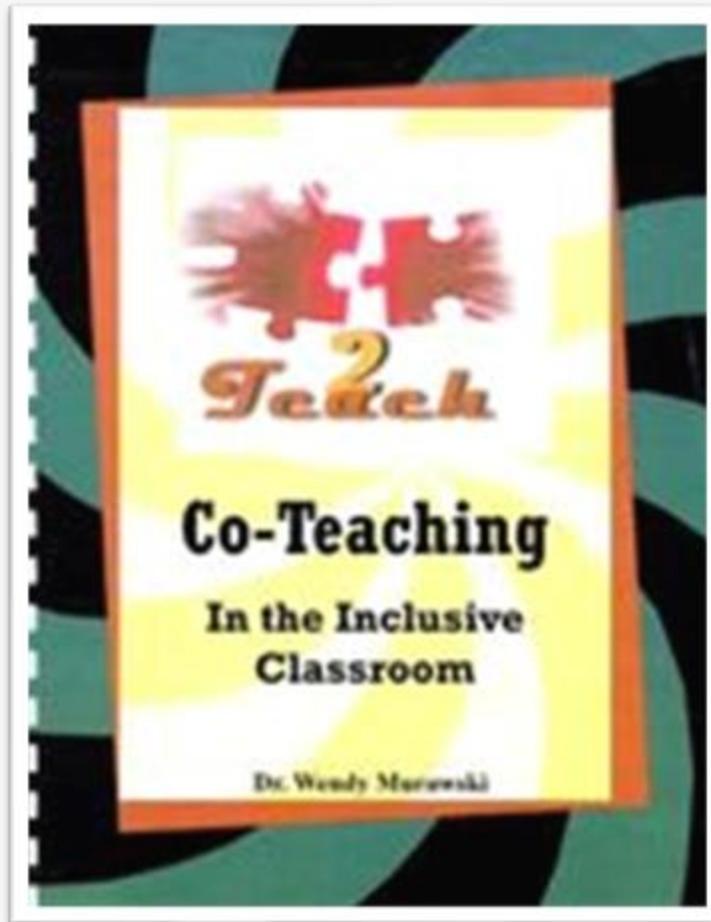
The ONLY book on co-teaching for an administrative perspective! Learn how to create, support, and sustain co-teaching in your school! *Leading the Co-Teaching Dance* provides school leaders with the strategies, resources, best practices, techniques, and materials they need to establish and maintain successful co-teaching teams in their schools. The authors draw on both their experience and research to address the critical key factors: defining what co-teaching is and is not, understanding the menu of options and the benefits of co-teaching, keys to co-teaching and to leading co-teaching, developing a culture and structure to support co-teaching, and scheduling and planning strategies.

So You Think You Can Teach



Have content expertise but no real pedagogical training? This book provides a “how-to” for presenting or teaching a class to an adult audience. Learn how to create effective presentations, build a syllabus and course outline, and use established educational theory in practical situations. Professionals already know their content, but they need to also know how to impart that knowledge effectively. This book does just that.

Co-Teaching in the Inclusive Classroom

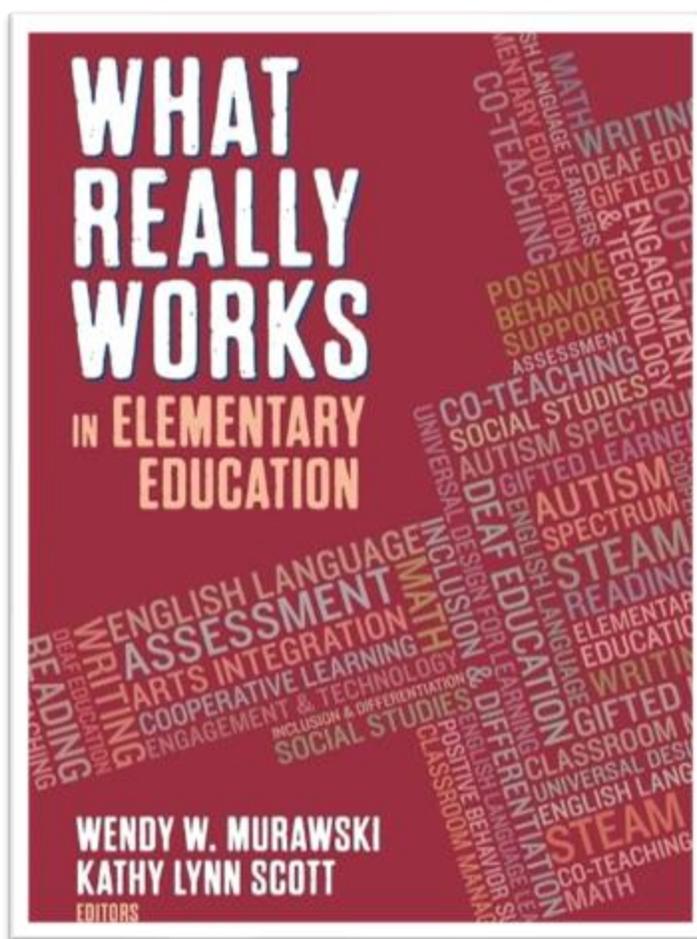


Available ONLY through 2Teach Global!

This handbook can be used during trainings designed for co-teachers to walk them through the various aspects of creating and maintaining an effective co-teaching relationship. Pages include examples, templates, and copy-me pages!

Table of Contents includes: Developing the Philosophy of Inclusion, Clarifying Co-Teaching, Benefits and Barriers, Co-Teaching Approaches, Dynamic Team Building and Parity, Scheduling, Effective Communication Strategies, Co-Planning, Differentiating Instruction, Co-Assessing, and Additional Resources.

What Really Works in Elementary Education



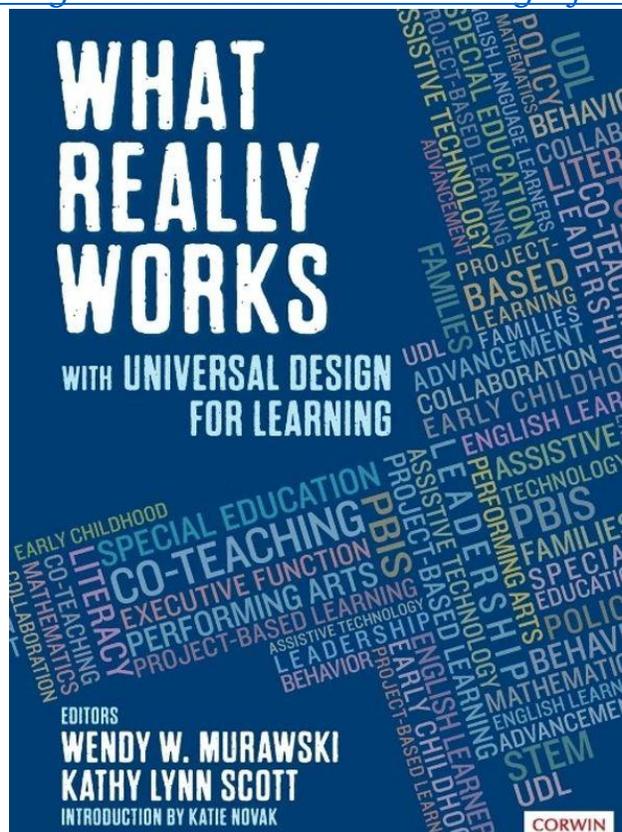
Research-Based Practical Strategies for Every Elementary Teacher

What Really Works in Elementary Education compiles the advice of experts who not only understand the research behind certain educational practices, but also have experience working in elementary classrooms. Each user-friendly chapter, focused on a topic vital to elementary educators, presents information in a straightforward way to help you learn what works – and what doesn't – with students today. Whether you're a new educator, or just seeking to build new skills, you'll benefit from:

- Insight into a handful of innovative topics in instruction, including using technology, UDL, co-teaching, and assessment
- Novel approaches to classroom management and strategies to engage students
- Useful reproducibles and resources for every topic area

- **BONUS: Special new chapter added on supporting students with disabilities in a virtual environment – created and added during the COVID pandemic!**

[What Really Works in Universal Design for Learning](#)



Learn how to REALLY improve outcomes for all students

How do we remove learning barriers and provide all students with the opportunity to succeed? Written for both general and special educators from grades Pre-K through 12, *What Really Works with Universal Design for Learning* is the how-to guide for implementing aspects of Universal Design Learning (UDL) to help every student be successful. UDL is the design and delivery of curriculum and instruction to meet the needs of all learners by providing them with choices for *what* and *why* they are learning and *how* they will share what they have learned. Calling on a wide-range of expertise, this resource features

- An unprecedented breadth of topics, including content areas, pedagogical issues, and other critical topics like executive function, PBIS, and EBD
- Reproducible research-based, field-tested tools
- Practical strategies that are low cost, time efficient, and easy to implement
- Practices for developing shared leadership and for working with families

Book Order Form



Book Order Form



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SO YOU THINK YOU CAN TEACH

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WRW in Elementary Education		\$39.95	
WRW with Exceptional Learners		\$39.95	
WRW with Universal Design for Learning		\$39.95	
Special Education Law and Policy		\$95.00	
Collaborative Teaching in Secondary Schools		\$39.95	
Collaborative Teaching in Elementary Schools		\$39.95	
Co-Teaching Do's, Don'ts & Do Beters		\$39.95	
Beyond Co-Teaching Basics		\$39.95	
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So You Think You Can Teach		\$39.95	
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Meet Some of Our Associates

Dr. Lori Andrews

Dr. Andrews has worked as a general education teacher, Resource Specialist, Special Day Class Teacher, Transition Specialist, Program Specialist, and school principal and is the current Assistant Director of Special Education for Baldwin Park USD. She is also an adjunct professor in the School of Education at Pacific Oaks College and Azusa Pacific University, and holds Teaching Credentials in Social Science, Special Education, and Administration. Lori's passion is training others in the effect that trauma has on cognition, behavior, and child development.



Dr. Tamarah Ashton

Dr. Ashton is a professor at California State University, Northridge where she serves as graduate coordinator in the Department of Special Education. Dr. Ashton was the recipient of the Exemplary Special Educator Award by the CA division of CEC. She is a frequent speaker on special education topics to include UDL, co-teaching, differentiation, and experiencing disabilities. Dr. Ashton is a former professional flutist, a current actress, and has published on multiple topics, to include integrating the arts with special education.



Dr. Philip E. Bernhardt



Dr. Bernhardt is a professor and former Department Chair in Secondary Education at the Metropolitan State University of Denver. He teaches courses in assessment, educational research, instructional design and classroom management. His professional development interests and expertise include co-teaching, backwards design, performance assessment, effective instructional practices, new teacher mentoring and induction, and supporting middle and high schools establish course placement norms to help students access advanced-level coursework.

Dr. Brooke Blanks

Dr. Blanks is an Assistant Principal for a middle school in Roanoke, Virginia. A former Professor of Special Education in the School of Teacher Education and Leadership at Radford University for 13 years, Dr. Blanks decided that her heart was back with teachers and K-12 students. At Radford, Dr. Blanks taught assessment and methods courses and supervised student teachers. Her research focused on building capacity for collaborative practice in inclusive rural classrooms and she was co-PI on Project ASSET at the IMPACT lab at Radford University.





Dr. Kelly Brooksher

Dr. Brooksher is an Assistant Professor in the Department of Elementary & Special Education at Georgia Southern University. Her diverse background includes experience in both general and special education classrooms, as well as leadership roles as a teacher and administrator. Dr. Brooksher's focus has been primarily at the elementary level, however her research spans K-12. Her research interests include: co-teaching, grading & assessment, and higher-order thinking strategies.

Dr. Yvonne Nguyen Bui

Dr. Bui is a professor and former Chair in the Department of Special Education at San Francisco State University. In addition to publishing multiple books, she has taught courses at the credential, masters, and doctoral levels in special education law, assessment, curriculum and instruction, research methods, grant writing, and statistics. She has traveled extensively overseas to prepare educators in inclusive practices. Her professional interests include adapting curriculum for students with disabilities, culturally responsive pedagogy, Universal Design for Learning, and differentiated instruction.





Mr. Chris Claude

Mr. Claude is a Ph.D. candidate and doctoral fellow in the Special Education Policy program at George Mason University's College of Education and Human Development. Prior to his doctoral studies, he taught high school mathematics as a special educator in Fairfax County Public Schools. His research interests include a variety of topics related to special education teacher preparation and policy. Currently, Chris works as a research assistant and graduate lecturer at George Mason University.

Dr. Kenna Colley

Dr. Colley is recently retired from Radford University after 24 years as a faculty member, grant director, director of the School of Teacher Education and Leadership, Dean of the College of Education and Human Development, and Provost. Her background includes K-12 experience as an inclusion specialist, co-founder of the Radford model of teacher preparation, and director of the Radford Training and Technical Assistance Center. Dr. Colley specializes in positive behavior supports, inclusive practices, curricular adaptations, co-teaching and best practices to support students with significant disabilities.



Dr. Kyena Cornelius



Dr. Cornelius is an Associate Professor of Special Education at Minnesota State University, Mankato. She spent 12 years in public education, often co-teaching at the secondary level. Dr. Cornelius received her MA from Old Dominion University and her doctorate from Johns Hopkins University. Her research focuses on teacher preparation practices that prepare classroom ready teachers, as well as the mentoring and induction practices of novice educators. Dr. Cornelius was identified as the 2020 Outstanding Educator from her university.

Dr. Lauren Delisio

Dr. Delisio completed her Ph.D. in Exceptional Student Education at the University of Central Florida, after spending time working as a producer in an international news agency. Currently, she is an Assistant Professor of Special Education at Rider University. Dr. Delisio is a former elementary school teacher in New York, with experience in general education, inclusive, and self-contained settings. Prior to being a professor, she spent time interning at the US Department of Education, in the Research to Practice division of the Office of Special Education Programs.



Dr. Fatmana Deniz



Dr. Deniz is an Assistant Professor in the Department of Special Education at California State University Northridge. She has taught at elementary and middle school levels, working with students with and without disabilities, multilingual learners, and students with gifts and talents, including those who are twice exceptional. Dr. Deniz's research focuses on creating a culturally and linguistically inclusive learning environment for students with and without disabilities, including multilingual learners with disabilities, through teacher preparation and integrating students' funds of knowledge in classroom instructions.

Dr. Frank Dykes

Dr. Dykes has more than 37 years of experience in education as a general education teacher, special education teacher, educational diagnostician, central office administrator and university professor. Dr. Dykes has several publications to his credit and is a speaker at the international, national, and state level. Dr. Dykes is Past-President for the Teacher Education Division of the Council for Exceptional Children. Dr. Dykes is a Distinguished Teaching Professor at The University of Texas at Tyler.



Mr. Marty Eisen



Mr. Eisen is a Special Educator and Co-teaching Instructional Specialist at Granada Hills Charter High School. Marty is currently co-teaching at Granada HS, where he has been for the past 13 years. Mr. Eisen co-teaches Physics and Biology to a class that includes formerly self-contained students with disabilities. He has also co-taught Earth Science and Algebra. Marty helped Granada's co-teaching group implement the CTIME process and earn the California Gold Ribbon in May of 2017. He and his co-teaching partner, Dr. Mel Zernow, are frequently asked to model co-teaching for visiting teachers as the infamous "Mr. E & Mr. Z" team.

Dr. Soraya Fallah

Dr. Fallah received her doctorate in Educational Leadership and Policy Studies from CSUN. She is a social worker with multiple publications focused on her interest in an invisible population: students with disabilities from the Middle East, North Africa, and Southwest Asia (MENASWA) who are in the United States special education system. Dr. Fallah recently published a book entitled "Learning challenges for culturally and linguistically diverse students with disabilities" with IGI Global with co-authors Dr. Wendy Murawski & Dr. Bronte Reynolds.



Dr. Carlos A. Flores, Jr.



Dr. Flores is an Associate Professor of Teacher Education at Angelo State University in San Angelo, TX. Dr. Flores holds an EdD in Special Education, with an emphasis on Deaf Education from Texas Tech University. He taught high school special education and was one of the first teachers in his school to begin co-teaching. Dr. Flores is passionate about special education and enjoys working with teacher candidates who wish to become special education teachers. He has served on several local and state boards and is currently the President of the Texas Chapter of CEC.

Ms. Emily Frake

Ms. Frake is pursuing her Ph.D. in Special Education and has co-taught in inclusive settings for eight years in Los Angeles, where she co-taught almost every grade from K-12. In addition to inclusive education, Emily's professional interests are in anti-ableist work, perceptions of disability, and the transition to college for students with intellectual and developmental disabilities. Ms. Frake was awarded the California Leadership Education in Neurodevelopmental and Related Disabilities (CA-LEND) fellowship at Children's Hospital Los Angeles for the 2022-2023 school year. She will begin her post-doctoral fellowship at Baylor University in the fall of 2024.



Ms. Andratesha Fitzgerald



Mrs. Fitzgerald is an author, international speaker, presenter, and facilitator who exhibits an audacious perseverance that calls organizations to evolve into inclusive antiracist safe zones for all learners. Mrs. Fitzgerald holds an Ed.S. in administration and a master's degree in Urban Secondary Teaching, with an emphasis on language arts instruction both from Cleveland State University. Her award-winning book "Antiracism and Universal Design for Learning: Building Expressways to Success" (CAST, 2020) has equipped schools, districts, colleges, universities and organizations to begin the brave actions to view and address equity in education.

Ms. Margaret Gerry

Ms. Gerry is a Ph.D. student and research assistant at George Mason University. Prior to her doctoral studies, Margaret taught as a Special Education teacher and English for Speakers of Other Languages teacher. She graduated with her dual Master's degree from The College of William and Mary. Ms. Gerry has worked in international settings, and has studied special education systems in Asia, Samoa through an immersive research experience. Her research interests include: international systems of education, cultural perspectives of disability, families, and inclusive education.



Mrs. Cristina Gulløv



Mrs. Gulløv is the principal of a school for children with Autism in Fredericia, Denmark. A former Assistant Professor at University College South in Esbjerg, Denmark, Mrs. Gulløv has her Masters degree of Education in Educational Psychology. She is currently ABD in the Ph.D. program in Copenhagen, Denmark. Mrs. Gulløv's background is as a social pedagogue and her research focuses on the co-teaching between classroom teachers and social pedagogues, in addition to the social-emotional learning of students. She has published numerous articles on co-teaching between pedagogues and teachers and has a book coming out in 2024 with Dr. Wendy Murawski on "Co-Teaching and UDL in Danish Inclusive Classrooms" with Dafolo Publishing.

Dr. Amy Hanreddy

Dr. Hanreddy is an Associate Professor and Chair of the Department of Special Education at California State University Northridge. Her work is focused on inclusive educational programs with expertise in the development of quality programs for students with significant support needs. Dr. Hanreddy was the recipient of the CHIME Institute Leadership Award in Inclusive Education and she has consulted with multiple schools and districts. Her publications appear in the London Review of Education and the SAGE Handbook of Special Education, among others.





Dr. Brittany Hott

Dr. Hott has 20 years of experience serving in a variety of capacities including special education teacher, school administrator, & district instructional specialist. She currently is an Associate Professor at the University of Oklahoma in the Department of Educational Psychology. Dr. Hott is the President-elect of the International Council of Learning Disabilities and is on the board of the American Council of Rural Special Education. Her interests include assessment and school-based interventions. Her research is widely published in peer-reviewed journals and her books include *Research Methods in Special Education* and *Teaching Students with Emotional and Behavioral Disabilities* (with fellow 2TG associate Dr. Kathy Randolph).

Dr. Sarah K. Howorth

Dr. Howorth is an Associate professor of Special Education and program coordinator for the Special Education graduate programs in the School of Learning and Teaching, which is part of the University of Maine College of Education and Human Development. Her research interests include social skills and social coaching of individuals with autism, and the use of emerging technology such as virtual reality and augmented reality to support behavioral, academic, and transition skills instruction for individuals with disabilities.



Dr. Heartley Huber



Dr. Huber is an Associate Professor of Special Education at William & Mary. Dr. Huber has over 15 years of experience working in schools as a special educator, behavior analyst, clinical supervisor, and administrator. She has expertise in inclusive educational practices to support access to the general education curriculum, including IEP development. Dr. Huber's research focuses on inclusive social and behavioral supports for students with autism and developmental disabilities and collaboration among school personnel to better support challenging behavior in school.

Dr. Jennifer Huber

Dr. Huber has been teaching for over 30 years, beginning in early childhood education, moving into elementary general education, and eventually moving into her true passion of teaching in special education and inclusive settings. Her skills and expertise in working with students with disabilities spans grade levels, preschool through high school, and settings from self-contained to inclusive and cotaught classrooms. Dr. Huber was an assistant clinical professor at Northern Arizona University, preparing dual certification students to be future teachers in inclusive settings. Currently, she has moved back into the classroom.



Dr. Claire E. Hughes



Dr. Hughes is a Professor of Special, Gifted and Twice-Exceptional Education at Cleveland State University. Prior to this position, Dr. Hughes served as a Professor of Elementary and Special Education at the College of Coastal Georgia, a Senior Lecturer of Special Education at Canterbury Christ Church in the UK, and a Fulbright Scholar to Greece. Winner of the Gifted & Award from NAGC in 2022, she is President-Elect of The Association for the Gifted of the Council for Exceptional Children (CEC-TAG) and was previously Chair of the Special Populations Network of the National Association for Gifted Children. Her research

areas include: twice-exceptional children, Generational studies, and mental health strategies.

Dr. Linda Hutchinson

Dr. Hutchinson is a recently retired life-long educator. After years as a high school English teacher (where she co-taught with CEO Wendy Murawski), she spent 10 years as the K-12 district coordinator for International Baccalaureate (IB) programs in Virginia. Following that, she worked for the IB organization doing trainings for various schools and districts. Dr. Hutchinson's doctorate is from the College of William and Mary in Educational Planning Policy and Leadership. Dr. Hutchinson specializes in Inquiry-based /Constructivist teaching that works.



Dr. Melissa Jenkins



Dr. Jenkins is an Assistant Professor in the College of Education at the University of Mary Washington in Fredericksburg, Virginia. She teaches graduate and undergraduate courses in special education and educational foundations. Prior to coming to the University of Mary Washington, she worked in Virginia public schools as a special education teacher, instructional coach, and central office administrator. Dr. Jenkins' instructional practices and research are focused on ensuring high quality, inclusive educational experiences for learners with disabilities. She is co-author with Dr. Murawski on the 2024 text, "Connecting high-leverage practices to student success:

Collaboration in inclusive classrooms."

Dr. Belinda Karge

Dr. Karge is the Chair of the Special Education Specialization and a Professor in the Leadership Doctoral program at Concordia University Irvine. She taught and served in administrative roles in elementary and secondary schools prior to moving to the university. She has provided professional learning in over 30 countries. Dr. Karge has a passion for supporting co-teaching strategies. She has received a multitude of awards for her teaching and service to the profession. She travels extensively as a consultant for the U. S. Department of State Office of Overseas Schools and is a member of the Exceptional Needs Advisory Committee for U. S. Overseas Schools.



Dr. Greg Knotts



Dr. Knotts is a Professor and Chair of the Elementary Education Department at California State University, Northridge. He has served as the Director of the Queer Studies Program and Associate Director of Faculty Development, and continues to serve as Coordinator of the Integrated Teacher Education Program (ITEP) in Liberal Studies. Dr. Knott's primary research interests focus on issues of gender and sexual orientation and how they impact the elementary school. He also researches multicultural education, social studies education, as well as how best to integrate gender and sexuality into the social studies curriculum. Greg earned

his PhD in International/Intercultural Education from the University of Southern California.

Mrs. Amy Kramer

Mrs. Kramer graduated with a degree in Early Childhood Education and has held instructional and leadership positions. Mrs. Kramer has been an elementary school teacher, an assistant principal, a principal, and an adjunct instructor at Bowling Green State University. Currently, she is a Special Education Supervisor and Curriculum Consultant in Ohio. Mrs. Kramer is completing her doctorate in Leadership Studies and is ABD. Her dissertation is on co-teaching and she enjoys using her daily practical experiences and tying them to her research.



Dr. Rosalinda Larios



Dr. Larios is an Assistant Professor of Special Education at California State University, Fullerton. Prior to that, she spent 9 years as a special educator working at both the elementary and high school levels. Through professional learning and collaborative approaches, she is committed to providing ongoing support for teachers at various phases of their careers. Her research interests include making IEP meetings accessible to culturally and linguistically diverse families, as well as improving the quality of education for students through high leverage practices that are asset based and culturally responsive.

Dr. Marla Lohmann

Dr. Lohmann is currently an Associate Professor of Special Education at Colorado Christian University and has previously taught children in early childhood, elementary, and middle school classrooms, done private reading tutoring, and worked in a social skills program for children with autism. She is passionate about supporting teachers in designing and implementing high quality inclusive learning environments and has published three books to support teachers in doing so. Dr. Lohmann's research focuses on inclusive early childhood classrooms and online teacher training.



Ms. Daria Lorio-Barsten



Ms. Daria Lorio-Barsten earned her B.A. in Psychology and Education from Millsaps College in Mississippi and M.Ed. in Educational Policy, Planning, and Leadership from the College of William and Mary. She completed her post-master's certification in Applied Behavior Analysis through the Virginia Applied Behavior Analysis Consortium at Old Dominion University and is a Board Certified Behavior Analyst (BCBA) as well as a licensed behavior analyst (LBA). Daria's areas of interest include behavior management, Positive Behavior Interventions and Supports (PBIS), data-driven decision making, co-teaching, and inclusive practices for students with disabilities.

Dr. Paul Luelmo

Dr. Luelmo is an Assistant Professor in the Department of Special Education at San Diego State University. His research focuses on addressing inequities in education by working with families, teachers, and racial/ethnic minoritized communities. He served as Middle School special education teacher in an immigrant community in Los Angeles for years. He was also a Special Education Coordinator and Dean of Complex Learners in a large charter school network organization in Los Angeles. He completed his Ph.D program in Special Education at the University of California, Los Angeles and California State University, Los Angeles. Dr. Luelmo speaks both English and Spanish.



Dr. Kate MacLeod



Dr. MacLeod is an innovative inclusive educator, researcher, and author. She is an Assistant Professor of Special Education at the University of Maine Farmington and directs the Inclusive Education and Leadership track in the master of special education program. She began her career as a dual-certified high school special education and English teacher in New York City and now works to support preservice and in-service educators, school leaders, and families to feel prepared and inspired to include all learners. Dr. MacLeod has published multiple books related to inclusive education, to include ones for paraprofessionals, teachers, and administrators.

Dr. Kathleen Magiera

Dr. Magiera is a recently retired Professor of Special Education at the State University of New York at Fredonia. She continues to supervise student teachers in their special and general education placements. Dr. Magiera has experience supporting schools in implementing district-wide co-teaching initiatives. Her research interests include co-teaching at the elementary and secondary levels, as well as the importance of school-university partnerships. Dr. Magiera has multiple publications and presentations focused on these particular topics.



Dr. Elia Mahoney



Dr. Mahoney works in the Division of Curriculum and Instruction for students with extensive support needs (ESN) for the Los Angeles Unified School District. Her area of focus is on adult learners in teacher preparation programs and students who are emerging bilinguals with ESN. She recently completed her doctoral degree in the Rossier School of Education at the University of Southern California and serves as an adjunct professor at California State University, Northridge. She is valued for a range of expertise, particularly with full inclusion and integration of students with moderate to severe disabilities.

Dr. Aja McKee

Dr. McKee is an Associate Professor in the Department of Special Education at California State University Fullerton, a former Cal-TASH president and board member, as well as a member of other local and national organizations relating to special education. Prior to joining the faculty at CSUF, she was an early childhood general educator, teaching in migrant and seasonal Head Start, state funded, and fee-based programs. Dr. McKee also taught early childhood special education, teaching in non-categorical, medically fragile, and autism-specific classrooms, where she was an inclusion teacher, working with staff and families in inclusion programming. Dr. McKee has published research on multiple topics, to include the Learning Center Model.





Mrs. Rebecca Mieliwocki

Mrs. Mieliwocki is the 2012 National & California Teacher of the Year with over 20 years of experience and a Master's degree in secondary English. Currently working as a Coordinator of teacher induction and professional development in California, Mrs. Mieliwocki's areas of expertise include classroom management, student-centered & social-emotional learning, growth mindset, project-based learning, using assessment to guide instruction, PLCs, growing teacher leaders, Genius Hour and Other Outrageous Projects, questioning strategies, and cognitive rigor.

Dr. Katie Miller

Dr. Miller is an Associate Professor at Florida Atlantic University (FAU). As a former elementary special educator, she is passionate about inclusive practices. She teaches courses in assistive technology, reading methods, and metacognitive strategy instruction. Her research centers around writing interventions for students with learning disabilities. She is passionate about supporting teachers in finding the best ways to support all students using technology. Dr. Miller completed her Ph.D at the University of Central Florida.



Ms. Michelle Moore Leftwich



Ms. Leftwich is a seasoned educator who has held various roles, including Special Education Teacher, Administrator, Technology Integration Specialist, Academic Coach, Special Education Specialist, and more at both local and state levels. Michelle is an expert in co-teaching, having conducted workshops at different programmatic levels. During her tenure at the West Virginia Department of Education, she aided districts and schools with strategic planning, needs assessments, and training. Michelle's passion lies in delivering professional development and supporting teachers, administrators, and district leaders with enhanced services to meet diverse student needs.

Dr. Sarah Nagro

Dr. Nagro is an Assistant Professor at George Mason University in the Division of Special Education and Disabilities Research. She received her doctorate at Johns Hopkins, is on the executive board of the Teacher Education Division of CEC, and has received multiple awards from TED, AERA, and AACTE. Dr. Nagro's research focuses on determining best practices for special education teacher education. Her teaching focuses on methods for teaching reading and math to students with disabilities who are accessing the general curriculum. Dr. Nagro has numerous research publications in peer-reviewed journals and her books include "The Essentials of Special Education Advocacy."



Dr. Ruby L. Owiny



Dr. Owiny is an Assistant Professor of Special Education at Minnesota State University, Mankato. Dr. Owiny holds a Ph.D. in special education personnel preparation. She taught in elementary, as a general and special educator, and specializes in best practices for inclusive settings, UDL, co-teaching, high leverage practices, and evidence-based practices for increasing achievement for students with disabilities. She is a Past President of the Teacher Education Division of the Council for Exceptional Children. Her newest book, co-authored with 2TG Associate Dr. Kyena Cornelius, is “The Practical Guide to High-Leverage Practices in Special Education: The Purposeful “How” to Enhance Classroom Rigor.”

Ms. Tamara Quinn

Ms. Quinn comes from a family of educators. She is a 29-year veteran teacher currently employed by Maryland Public Schools as a special education collaborative teacher for 6th -8th grade math. A graduate of Shepherd College with a degree in Elementary Education, Ms. Quinn is certified kindergarten through 8th grade. She has an endorsement in special education, middle school math and early childhood development. She received her master's in Curriculum and Instruction from McDaniel College. Ms. Quinn's passions are collaboration, co-teaching with fellow educators, and working with striving learners.



Dr. Kathy Randolph



Dr. Randolph is an Assistant Professor at Texas State University and a board-certified behavior analyst at the doctoral level. She taught at the middle and high school level in all special education settings, from self-contained therapeutic emotional support to resource and inclusive settings, and was an administrator at an elementary school. She worked with students of all abilities, focusing on students with emotional and behavioral disabilities, and supporting students with challenging behaviors in the inclusive classroom setting. She is the co-author (with 2TG Associate, Dr. Brittany Hott) of *Teaching Students with Emotional and Behavioral Disabilities*.

Dr. Leila Ricci

Dr. Ricci is an Associate Professor in the Mild/Moderate Disabilities Program and former Department Chair of the Division of Special Education and Counseling at California State University, Los Angeles. Dr. Ricci is the Program Coordinator for the Special Education residency pathway of the Los Angeles Urban Teacher Residency-Transformation Initiative. Dr. Ricci's research interests focus on teaching reaching to children with disabilities, co-teaching and collaboration between general and special educators, and supporting novice educators.



Dr. Jacqueline Rodriguez



Dr. Rodriguez is a Vice President with the American Association of Colleges of Teacher Education (AACTE). Formerly an Assistant Professor at the College of William and Mary, Dr. Rodriguez specializes in the areas of Inclusive Education, Culturally Linguistically Diverse Exceptional Learners, Learning Disabilities, Simulation in Teacher Preparation, Domestic Education Policy, and Global Policy and Practice in Special Needs Education. Dr. Rodriguez co-edited the book *Special Education Law and Policy: From Foundation to Application* with CEO Dr. Wendy Murawski.

Dr. Jennifer Sears

Dr. Sears is an Associate Professor of Elementary Education and Special Education at the University of North Georgia. She spent 14 years in public education in roles from co-teacher to school principal. During her time in public education, she specialized in bringing co-teaching and inclusive practices to schools and on turn-around teams. Dr. Sears' research focuses on teacher preparation and the use of mixed reality simulation in educator preparation programs.



Dr. Barbara Serianni



Dr. Serianni is an Assistant Professor of Special Education at Georgia Southern University. Her research interests include inclusive practices, students with EBD/ASD, and STEM integration. Her professional development interests include improving special education teacher preparation, inclusion models, differentiation, Response to Intervention, behavioral interventions and support (FBA/BIP, PBIS), special education law, effective practices for students with high functioning ASD and gifted, and supporting mathematics instruction for below grade level learners.

Dr. Caitlin Solone

Dr. Solone is an Academic Administrator for Disability Studies at the University of California, Los Angeles (UCLA) where she teaches, supervises, and engages in research, and develops programming for UCLA's Disability Studies Inclusion Labs initiative. She is on the executive board of Cal-TASH, the California state chapter of a national organization that promotes opportunity, equity, and inclusion for individuals with disabilities. Dr. Solone was an inclusive special education teacher for 8 years at a nationally recognized inclusive public school in Los Angeles.





Dr. Matthew Taylor

Dr. Taylor is an Assistant Professor at Salve Regina University in Newport, RI. His teaching and research focus on students with disabilities in early childhood and elementary education. Dr. Taylor taught elementary school, both in special education and in full day/full inclusion kindergarten, before completing his PhD at the University of Central Florida in Exceptional Education. Dr. Taylor's research focuses on the inclusion of young students with disabilities in learning STEM concepts, as well as research with the personnel who work closely with them.

Dr. Bryan Thornton

Dr. Thornton is an Assistant Professor in the Department of Special Education and Counseling at California State University, Los Angeles. He received his Ph.D. in Special Education from the University of California, Los Angeles and California State University, Los Angeles, having previously worked as a special education teacher with the Los Angeles Unified School District for over 12 years. His experiences as a special educator continue to inspire his research interests which focus on inclusive education, specially designed instruction, and the impact of disability-related stigma on students with disabilities.





Dr. Samantha Toews

Dr. Toews is an Assistant Professor of Special Education at California State University, Northridge. Her research focuses on instructional practices that support students with extensive support needs to access academic instruction in general education classrooms and professional development strategies that support teachers in implementing inclusive practices. Before teaching pre-service teachers, Dr. Toews was a special educator at a fully inclusive urban elementary school in Los Angeles. Dr. Toews has numerous peer-reviewed research publications that

focus on the inclusion of students with extensive support needs.

Dr. Jamie True Daley

Dr. Daley is the Senior Associate Director of Literacy at the Professional Development Center for Educators at the University of Delaware. Dr. Daley earned her doctorate from Johns Hopkins. Dr. Daley has experience teaching students at all pre-K through 12th grade levels in various school settings, from juvenile justice institutions to fully inclusive, co-taught classrooms. She achieved a Teacher of the Year Award and National Board Certification as an Exceptional Needs Specialist, which led to becoming a consultant, administrator, and professional developer. Dr. Daley is the author of the 2TG mathematics and literacy intervention curriculum for use with MTSS applications.



Dr. Jennifer Walker



Dr. Walker is an Assistant Professor of Special Education at the University of Mary Washington in VA. Her Ph.D. is from George Mason University. Dr. Walker is passionate about classroom management, positive behavioral intervention supports (PBIS), students with emotional and behavioral disabilities (EBD), and social skill instruction and has multiple publications on these topics. Her new book with Plural Publishing (co-authored with Colleen Barry) and is entitled *Behavior Management: Systems, Classrooms and Individuals*.

Mr. Brian Withrow

Mr. Withrow has worked in education for many years in West Virginia as a Middle School Teacher, a High School Administrator, a School Improvement Coordinator, a Coordinator of Education Information Systems, and as an Assistant Director at the West Virginia Department of Education. During his teaching experience, he was the general education teacher in a co-taught classroom for seven years. He was also a part of the West Virginia Department of Education Classroom Assessment Network Team which provided specific training regarding collaborative teaming implementation and process. Mr. Withrow specializes in master scheduling for inclusive practices and doing school-wide diagnostics.





Dr. Jude Wolf

Dr. Wolf is a Visiting Assistant Professor at San Francisco State University in the Special Education Department. She teaches Assessment, Adolescent Literacy, and supervises student teaching. Dr. Wolf has over 23 years of experience working with students with high-incidence disabilities, specifically dyslexia, speech and language impairments, ADHD, autism, and emotion dysregulation. Her research focuses on cultivating compassionate leadership, teacher burnout prevention, and executive function-based interventions for students with disabilities.

Dr. Bea Zumwald

Dr. Zumwald is a Professor in the field of inclusion in Switzerland, with a particular focus on co-teaching and collaboration with teaching assistants. Currently she is the co-leader of the Master's program in Special Education at the St. Gallen University of Teacher Education, in collaboration with the University of Teacher Education in Special Needs based in Zurich. Previously, she worked as a special education teacher in primary schools. Now she is teaching students and in-service teachers – always searching for solutions to make schools more inclusive.

