

Welcome

Thank you for being here

- We will get started in just a few minutes.
- While you wait, please utilize the chat



In the chat, please:

- Introduce yourself and share where you are from
- Share something that you are looking forward to



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Utilizing High Leverage Practices for Distance Learning

Module 2: Building on Collaborative Systems to Support Effective Meetings
System Improvement Leads



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Welcome!

Materials that may be useful:

- Pen or pencil
- Notebook



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Your Presenters



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SYSTEM IMPROVEMENT LEADS

INSPIRE • CONNECT • INNOVATE




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The SELPA System Improvement Lead (SIL) Project seeks to increase positive outcomes for students with disabilities by inspiring Special Education Local Plan Areas (SELPA) and Local Education Agencies (LEAs) to engage in a culture of continuous improvement. The SIL team is committed to connecting SELPAs and LEAs throughout the state to resources with a focus on: data use and governance, continuous improvement methodologies, and high-leverage practices. We are innovating with equity in mind to promote excellent educational outcomes for each and every student.



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Agenda

1. Review objectives
2. Introduce tools and strategies to use in a virtual environment for:
 - a. *preparing for meetings*
 - b. *facilitating meetings*
 - c. *meeting follow ups*
3. Applying these tools to formal meetings
4. Collaborate with other educators
5. Where to submit questions about this content and reminder about how to access it in the future



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Objectives

Educators will:

- Explore strategies and tools for leading varied types of meetings
 - Preparation tips
 - Facilitation tips
 - Follow up
- Gain insight into how the information listed above can be generalized to support formalized meetings



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What are High Leverage Practices?

High Leverage Practices (HLPs) are critical strategies that focus on improving outcomes for students. There are 22 HLPs organized into 4 domains.

Collaboration

Assessment

Social
Emotional
Behavioral

Instruction

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Review of Utilizing HLPs for Distance Learning Module I

Module I

Setting up regular communication to support collaboration with: families, service providers, and other educators

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Today's HLP Focus

Collaboration

- HLP1: Collaborate with professionals to increase student success.
- HLP 2: Organize and facilitate effective meetings with professionals and families.
- HLP3: Collaborate with families to support student learning and secure needed services.

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Preparing for Distance Meetings

When preparing for distance meetings consider:

- How?
 - Modality; phone, Zoom, Google platform
- When?
 - Do you have a standing collaboration time this meeting will layer into? Or will you need to schedule at a different time?

Distance Meeting Preparation List	
How	
Modality: _____ (Zoom, phone, Google, etc.)	
Contact link or phone number: _____	
When	
Date: _____	Time: _____
*note start and share proposed start and end times so participants can plan accordingly	
<input type="checkbox"/> Meeting invitation sent <input type="checkbox"/> Participants have the link/phone number	

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Preparing for Distance Meetings

When preparing for distance meetings consider:

- What?
 - Purpose
 - Agenda
 - Consider and draft your proposed agenda prior to scheduling the meeting
 - Gather input from participants

- Who?
 - Who needs to be there?
 - Who will do what?
 - Consider assigning or having participants opt into specific roles such as: note taking, facilitating, etc.

What
Meeting Purpose: _____
Proposed agenda items:
<input type="checkbox"/> _____
<input type="checkbox"/> _____
<input type="checkbox"/> _____
<input type="checkbox"/> _____
Who do I want to check with for input to this list? _____
Who
Required participants: _____
Preferred participants: _____
Roles:
<input type="checkbox"/> Notetaker _____
<input type="checkbox"/> Facilitator _____
<input type="checkbox"/> _____
<input type="checkbox"/> _____

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Preparing for Distance Meetings- For Families

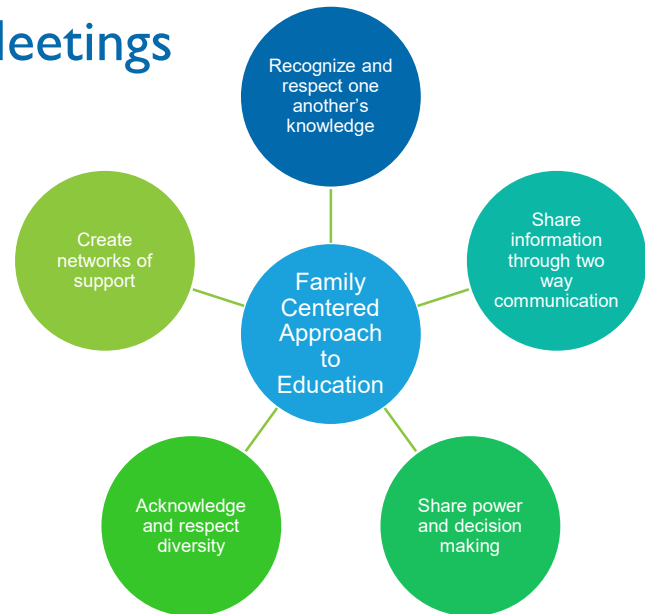


Parent/Guardian Distance Learning Meeting Preparation List	Para familias: Preparandose para la junta escolar a distancia
How	Cómo:
Contact your child's teacher (or service provider) by:	Comuníquese con el maestro (o proveedor de servicios) por:
<input type="checkbox"/> Phone _____	<input type="checkbox"/> Teléfono _____
<input type="checkbox"/> Email _____	<input type="checkbox"/> Correo Electrónico _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
Currently, your meeting method will likely be:	El método de reunión será:
<input type="checkbox"/> Phone	<input type="checkbox"/> Por Teléfono
<input type="checkbox"/> Google (voice or virtual)	<input type="checkbox"/> Google (voz o virtual)
<input type="checkbox"/> Zoom	<input type="checkbox"/> Zoom
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<small>Note: Be sure to include the method you would like to use to may also have an established collaboration or check in time. I advance if there is a particular topic you want to be sure to ac</small>	<small>Nota: Asegúrese de incluir el método que desea utilizar para tener la reunión. Si ya tiene un horario establecido por favor de notificarnos con anticipación si hay un tema específico de cual desea hablar con el maestro.</small>
When	Cuándo:
Date: _____ Time: _____	Fecha: _____ Hora: _____
<input type="checkbox"/> I received the meeting invitation	<input type="checkbox"/> Recibi la invitación a la reunión
<input type="checkbox"/> I have the link/phone number	<input type="checkbox"/> Tengo el número de teléfono
<input type="checkbox"/> We will meet at a regularly scheduled time	<input type="checkbox"/> La reunión será a la hora establecida
What	Qué:
Meeting Purpose: _____	Propósito de la reunión: _____
Proposed agenda items:	Temas de qué hablar en la agenda:
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<small>Example agenda items; a specific assignment, a challenge, go</small>	<small>¿Con quién debo comunicarme para obtener información sobre lo que necesito?</small>
Who do I want to check with for input to this list? _____	<input type="checkbox"/> _____
Who	Quién:
Who would I like to include in the meeting? _____	<small>¿Quien me gustaría que esté presente durante la reunión?</small>
_____	_____

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Facilitating Virtual Meetings

- When families are involved:
 - center their experience by beginning and ending the meeting with their input
 - ensure their engagement throughout
 - ask families how they are
 - ask what they need



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Facilitating Virtual Meetings

Consider utilizing collaborative norms for your meetings. They may include or be built from the following categories:



Equity of voice



Active listening



Safety to share different perspectives



Confidentiality

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Facilitating Virtual Meetings

Tips for ensuring equity of voice:

- Ensure all participants participate! Ask for feedback and inquire about perspectives.
- Consider:
 - round robin share outs
 - your own wait time when allowing for participant engagement
- Utilize a “parking lot” for things that come up throughout the meeting, that were not on the agenda to ensure appropriate follow up



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Facilitating Virtual Meetings

Tips for supporting active listening:

- Listen for total meaning
 - Note body language of the speaker
- Pay attention to your own responses
 - Keep an open mind
- Summarize what you hear and ask questions to check for understanding



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Facilitating Virtual Meetings

Tips to ensure participants feel safe to share different perspectives:

- Start meetings by
 - asking permission to elicit input when someone has yet to contribute
 - welcoming questions at any time
 - requesting the full attention of participants
 - acknowledging *confidentiality*



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Virtual Meeting Follow Up

The meeting has been held, now what?

- Calendar any follow up items
 - People to check in with
 - Tasks to complete
- Reflect
 - Did the meeting go as you had hoped?
 - Is there anything you'd do different next time?
 - Were family and student needs met?



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Generalizing

For formal meetings, such as IEPs, these strategies apply!

Additional preparation strategies to consider include:

- Reach out to families 5-12 hours before the meeting with a reminder
- Pre-meet to test technology
 - Plan for sharing screens in zoom if reports or other shared documents will be reviewed
- Confer with participants prior to the meeting to coordinate order of presenters and ensure this is reflected in the agenda
- Mail or email any forms or draft reports prior to the meeting (i.e. agendas, procedural safeguards, etc.)



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Generalizing

Additional facilitating strategies to consider or emphasize include:

- Prioritize parent voice
- Begin and end with positives
- Use a clear structure/agenda
- Share a list of the order of presenters ahead of time, or let participants know when you will call on them



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Generalizing

Additional follow up strategies to consider may include:

- Mail reports or other materials
- Ensure you have relevant or necessary signatures
- Follow up directly with family to:
 - *check for understanding*
 - *ensure that needs were met*
 - *thank family members for participating.*



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Additional Tips!

If you are having difficulty reaching families consider:

- Checking with colleagues to see if they have made contact with family members or siblings utilizing all contact methods (email, text, and call)
- If you are comfortable, try calling in the evenings
- Reach out to your leadership to access any district or LEA process for addressing this

If you are concerned:

- Consult your leadership
- Utilize best practices related to well-checks and other community agencies



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Collaboration

We will dedicate the next 20 minutes to holding space for you to consider what we've presented, your current practice and what you might do going forward.

Using break out rooms you will have time to:

- Collaborate with other educators to share tips and tricks that are supportive to your current practice
- Plan next steps utilizing the companion tool we have provided



Please consider leaning into a facilitator's role in the break out room, and be prepared to take notes on anything that resonates with you.

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Collaboration

When you have entered the break out room, the discussion questions will be available in the chat.

You will have 5 minutes.

Please begin with a 1 minute round robin.

When you return to the main session you will be asked to share something that stood out to you from your conversation using the chat feature.



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Break Out Discussion Topics

- How might you use the provided document? Or, do you have a current method for effective meetings that is working well?
- Do you have any specific strategies that have been particularly useful in creating a “safe space to share” during virtual meetings?
- Based on the discussions today, what new ideas do you want to test out?

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Resources



The screenshot shows the homepage of the System Improvement Leads website. At the top left is the logo for SYSTEM IMPROVEMENT LEADS, which consists of three interlocking loops in blue and green. Below the logo is the tagline "INSPIRE • CONNECT • INNOVATE". To the right of the logo is a navigation menu with links for HOME, ABOUT US, RESOURCES, PROFESSIONAL LEARNING, SIL SUMMIT, and CALENDAR. The main content area features a large blue background with a photograph of a young girl with an afro hairstyle, wearing a blue superhero costume with a white lightning bolt on the chest and a yellow mask. She has her arms raised in a heroic pose. Overlaid on the bottom left of the image is a white text box with the word "Inspire" in a large, bold, sans-serif font. Below "Inspire" is a smaller line of text: "The System Improvement Leads Project inspires SELPAs and LEAs to engage in a culture of continuous improvement in order to improve outcomes for students with disabilities."

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Thank You!

We Value Your Feedback:

[Survey](#)

Questions about this presentation?

Contact us at:

info@systemimprovement.org

For more information:

<https://systemimprovement.org>

