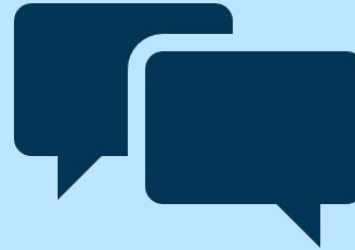


Welcome

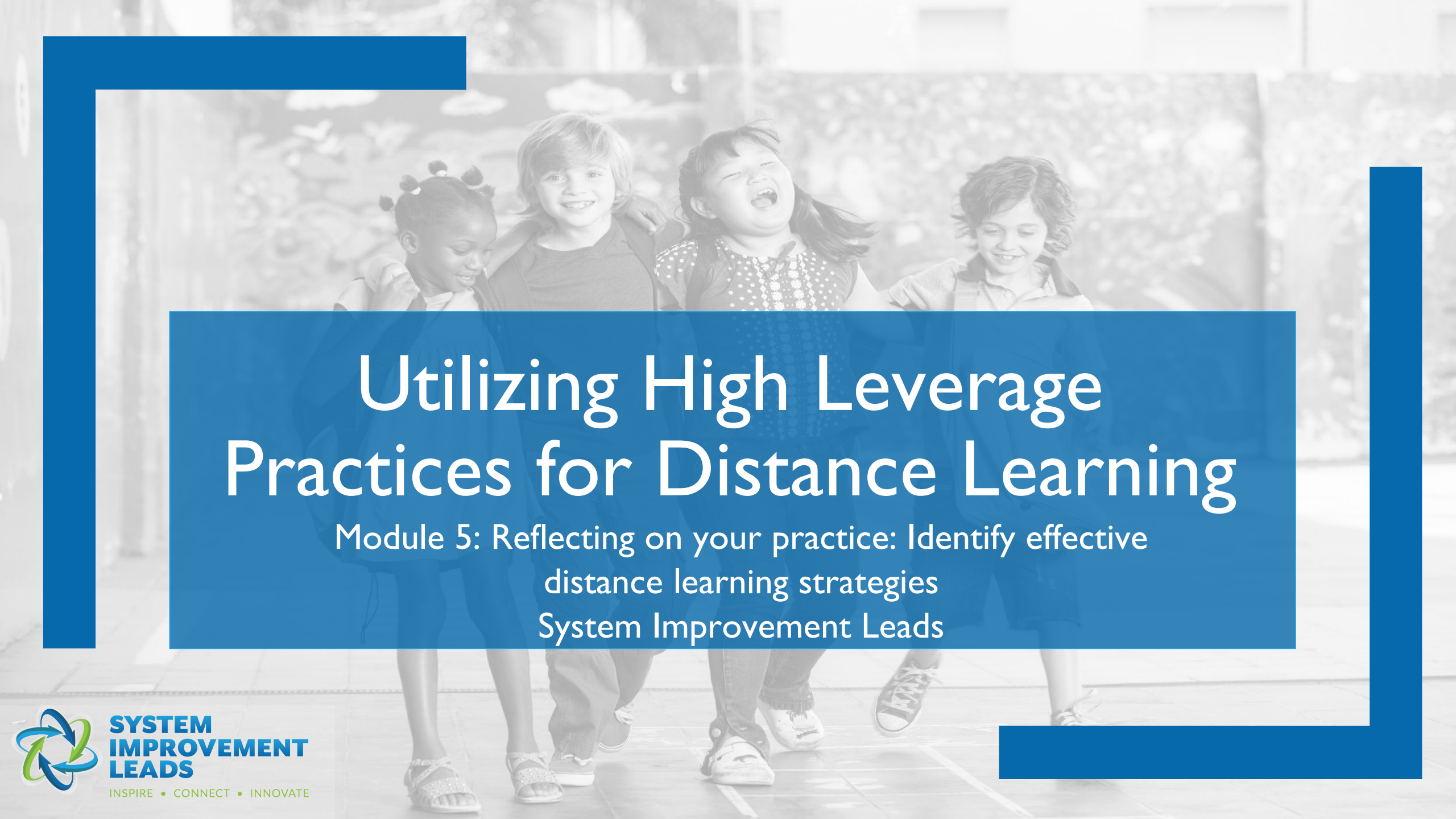
Thank you for being here

- 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 fun you anticipate for this summer (work or personal)

A black and white photograph of four young children walking and laughing in a hallway. The children are diverse in ethnicity and are captured in a candid, joyful moment. The image is overlaid with a large blue semi-transparent rectangle containing the title and subtitle text.

Utilizing High Leverage Practices for Distance Learning

Module 5: Reflecting on your practice: Identify effective distance learning strategies
System Improvement Leads

Welcome!

1. Grab paper and pencil/open docs
2. Use Chat
3. Join in polls & collaboration opportunities



Your Presenters



Jessica Maiorca-Nunez, Ed.D.
Improvement Facilitator



Beverley Jenkins
Improvement Facilitator



SYSTEM IMPROVEMENT LEADS

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In partnership with California Collaborative for Educational Excellence and California Department of Education, 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.

Agenda

1. Review objectives
2. Review previous modules and companion documents
 - *Educator*
 - *Family*
3. Utilize companion tool for
4. Resources and Survey



Objectives

Educators will reflect on their distance learning practices to:

- Identify strategies to continue and discontinue
- Prioritize and outline a plan for setting up for the fall



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

Review of Utilizing HLPs for Distance Learning Modules

Module 1:

Setting up regular communication to support collaboration with; parents, services providers, and other educators

Module 2:

Organizing and facilitating effective meetings

Module 3:

Supporting distance learning routines and engaging instruction

Module 4:

Harnessing positive relationships to support positive behaviors in distance learning

High Leverage Practices

Collaboration

- HLP3: Collaborate with families to support student learning and secure needed services.

Assessment

- HLP4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
- HLP5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs
- HLP6: Use student assessment data, analyze instructional practices and make necessary adjustments that improve student outcomes

Instruction

- HLP1: Identify and prioritize long and short term learning goals.

High Leverage Practices

Collaboration

- HLP3: Collaborate with families to support student learning and secure needed services.

Assessment

- HLP4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
- HLP5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs
- HLP6: Use student assessment data, analyze instructional practices and make necessary adjustments that improve student outcomes

Instruction

- HLP11: Identify and prioritize long and short term learning goals.

Companion Document Review

Planning C Collaborator

Planning for Distance Meetings

Instruction and Routine Reflection

Positive Behavior Strategies

Distance Learning - Planning for ongoing collaboration

Planning a weekly or bi weekly check in with colleagues:

Student: _____

Parent/Guardian: _____

Contact info: (phone) _____ (email) _____

Parent preferred communication modality:

- Zoom
- Google video
- Google phone
- Phone
- Text
- _____

Parent preferred days and times:

- Monday _____
- Tuesday _____
- Wednesday _____
- Thursday _____
- Friday _____

Planning a weekly or bi weekly check in with families:

Colleague: _____

Colleague preferred communication modality:

- Zoom
- Google video
- Google phone
- Phone
- Text
- _____

Colleague preferred days and times:

- Monday _____
- Tuesday _____
- Wednesday _____
- Thursday _____
- Friday _____

Other colleagues to consider inviting

- _____
- _____

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 prepare*

- Meeting invitation sent
- Participants have the link/phone number

What

Meeting Purpose: _____

Proposed agenda items:

- _____
- _____
- _____
- _____
- _____

Who do I want to check with for input to this list? _____

Who

Required participants: _____

Preferred participants: _____

Roles:

- Notetaker _____
- Facilitator _____
- _____
- _____
- _____

Distance Learning Instruction and Routine Reflection Tool

Routine Reflection Tool

What indicators am I using to assess if a distance learning routine is working for my student(s)?

- Task completion
- Homework submission
- Presence during zoom or video lessons
- Phone call follow through
- Parent consultation
- _____
- _____
- _____

When a distance learning routine isn't working I typically leverage the resources of my students and/or their family by

- Calling my student
- Calling parent/guardians
- Modifying assignments
- Modify schedule
- Adding behavioral reinforcements
- _____
- _____

Routine Planning- Making Adjustments

Use this portion when problem solving for a challenge or barrier.

1. Barrier or challenge: _____
2. Solution ideas: _____
3. Solution to test/try: _____
4. Do I need to draft/create any materials? _____
5. Who might I need/want to collaborate with? _____
6. When am I going to test my solution idea? _____
7. How will I know it worked? _____

Implementing Effective and Positive Behavior Strategies

Establishing and Building Relationships- Getting to Know Your Students

** Refer to the Reflection Tool from Module 3 for additional reflection and planning support.*
**Utilize regular collaboration time (as discussed in Modules 1 and 2).*

When meeting with your student some questions/topics to consider:
(adjust based on age/ developmental level)

- How are you feeling? _____
- What do you like to do for fun? In your free time? _____
- Tell me about your family _____
- What is your favorite... (ie. food, color, musician, book, etc.)? _____
- When and how do you learn best? _____
- Distance learning preferences (time, mode, etc.) _____
- _____

Tips for Building Relationships

Consider:

- Check-in/Check out (CICO) to begin and end student/teacher conversations
- 1:1 check-ins (specific to student needs) focused on student driven topics
- Build in options for student choice to increase engagement

Establishing Effective and Positive Behavior Strategies

Identify areas that your student is demonstrating challenges in then explain briefly:

- Social skill(s) _____
- Academic content area(s) _____
- Structured vs. unstructured time _____
- Transitions _____
- Other _____

** Are these challenges also experienced in the home environment?*

Teaching (Remember to consider level of family support available when planning)

Name of Skill/Rule/Procedure to be taught: _____

Teach target skill in 3-5 simple steps: Choose a target skill and break into steps for teaching:

1. _____
2. _____
3. _____
4. _____
5. _____

** Remember it takes at least 3 weeks to build new routines and habits in optimal conditions.*

Parent/Guardian Companion Documents- available in Spanish and English

Planning o Collabor

Distance Learning Meeting Pre

Distance Learning Routine Ref

Planning for Positive Behavior at Home

Distance Learning - Planning for ongoing collaboration

Planning a weekly or bi weekly check in with educators

Student: _____

I would like to have regular check ins with:

- Teacher
- (EXAMPLE: Speech Therapist my child works with)
- _____
- _____

My preferred communication modality:

- Zoom
- Google video
- Google phone
- Phone
- Text
- _____

My preferred days and times:

- Monday _____
- Tuesday _____
- Wednesday _____
- Thursday _____
- Friday _____

*Please let your educator know if you would like support with your privacy

Questions to consider

Please note that any questions you have are good questions and you are

- There may be other educators I want to check in those connections?
- Will you provide me with contact info for the ot
- How can I assist my student during distance lea
- What information can I provide you to help you
- When can we talk to check in? Let's set up a da
- Do you have any resources for activities I can do learning and working on IEP goals?
- I'm feeling overwhelmed or frustrated. Can we
- Can I contact you with a question if I don't unde

Parent/Guardian Distance Learning Meeting Preparation

How

Contact your child's teacher (or service provider) by:

- Phone _____
- Email _____
- _____

Currently, your meeting method will likely be:

- Phone
- Google (voice or virtual)
- Zoom
- _____

Note: Be sure to include the method you would like to use. You may also have an established collaboration or check in schedule in advance if there is a particular topic you want to be sure to discuss.

When

Date: _____ Time: _____

- I received the meeting invitation
- I have the link/phone number
- We will meet at a regularly scheduled time

What

Meeting Purpose: _____

Proposed agenda items:

- _____
- _____
- _____

Example agenda items; a specific assignment, a challenge

Who do I want to check with for input to this list? _____

Who

Who would I like to include in the meeting? _____

Distance Learning Routine Reflection Tool

Routine Reflection Tool

What am I using to determine how our distance learning routine priorities?

- Emotional well being (calm, safe behaviors)
- Using calm words throughout the day
- Successfully utilizing breaks (play, movement, art, quiet)
- Waking up at the same time each day
- Keeping track of school materials
- Sticking to a schedule
- Task completion
- Homework submission
- Presence during zoom or video lessons
- Independent task completion
- _____
- _____
- _____

When a distance learning routine isn't working, in the moment:

- remind and support my student in using breaks
- help my child use calming strategies to support problem solving
- Allow my child abandon the task
- Change the amount of work my child had planned to do
- Make a plan with my child, for how to accomplish the task
- Make changes to our schedule
- Adding behavioral reinforcements
- _____
- _____
- _____

When distance learning isn't going well, after we get through it:

- Take break (for myself)
- Reach out to my child's team for support
- Call a friend to talk it through
- Abandon the learning that day and try again the next day
- Make changes
- _____
- _____
- _____

Planning for Positive Behavior at Home

Reflecting on our learning routine

* Refer to the Reflection Tool from Module 3 for additional reflection and planning support.
* Utilize regular collaboration time (as discussed in Modules 1 and 2), or request time to seek support from your child's teacher at any time.

Do we have a set routine?

- No
- Not really
 - Our schedule doesn't allow for that right now
 - We tried one and it didn't work
- Yes, everyday is the same
 - We have a visual schedule
 - We use an electronic schedule
- Yes, but there is some variance in the days (certain activities or lessons are specific days)
- _____
- _____

My child has choices within the routine:

For example: During Math, my child can select which math activity they will complete

- Yes, my child has lots of options
- Yes, for some subjects
- Just for one or two activities per week
- No
- This is something I would like to ask my child's teacher for help with
- _____

Distance learning lesson reflection

Distance learning activities that my child has really enjoyed are:

- _____
- _____
- _____
- _____

Distance learning activities that have been a challenge are:

- _____
- _____
- _____
- _____

Reflection: What was a win, during distance learning?

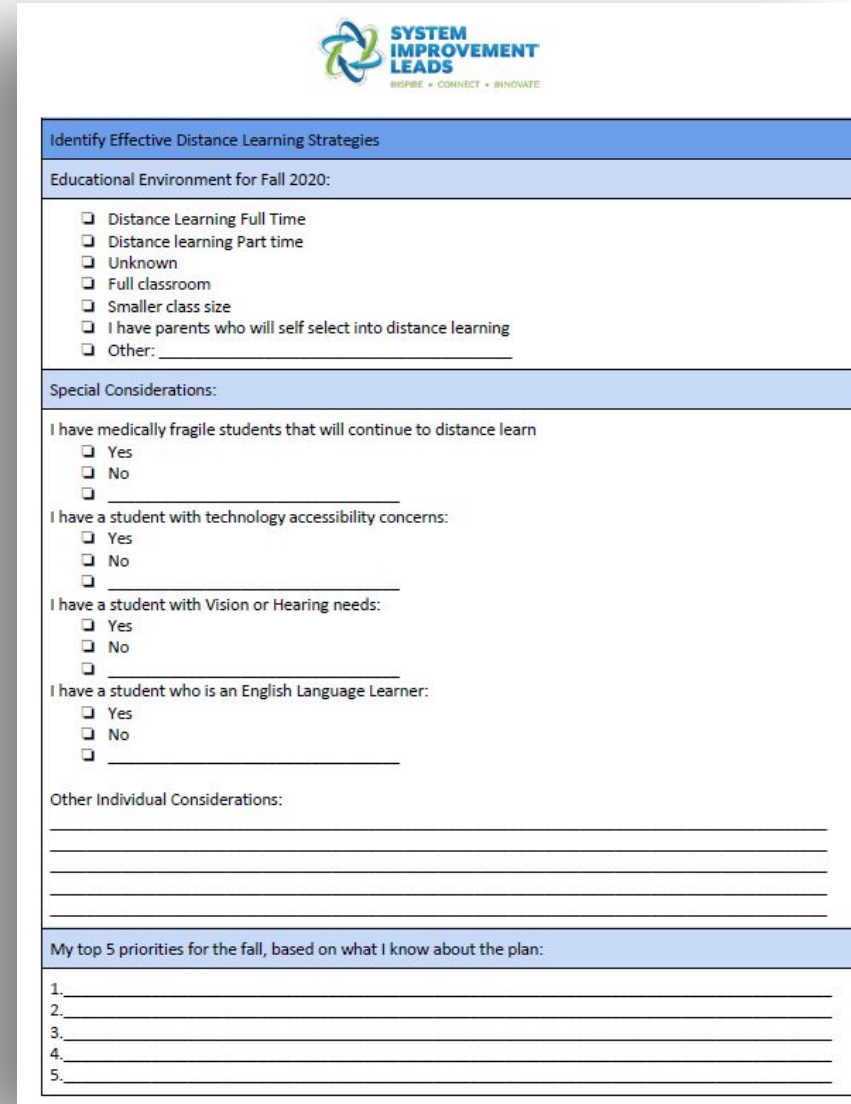
Take a moment to reflect on a distance learning win.

Enter your distance learning win into the chat!



Pause Point! Access the Companion Tool

- Use the link in the chat to open this document.



SYSTEM IMPROVEMENT LEADS
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Identify Effective Distance Learning Strategies

Educational Environment for Fall 2020:

- Distance Learning Full Time
- Distance learning Part time
- Unknown
- Full classroom
- Smaller class size
- I have parents who will self select into distance learning
- Other: _____

Special Considerations:

I have medically fragile students that will continue to distance learn

- Yes
- No
- _____

I have a student with technology accessibility concerns:

- Yes
- No
- _____

I have a student with Vision or Hearing needs:

- Yes
- No
- _____

I have a student who is an English Language Learner:

- Yes
- No
- _____

Other Individual Considerations:

My top 5 priorities for the fall, based on what I know about the plan:

1. _____
2. _____
3. _____
4. _____
5. _____

Looking ahead

There are many learning models on the table for the fall.

Take a moment and “mark” what your best guess is about your teaching environment for the fall.

Planning and Prioritizing- Identifying Effective Distance Learning Strategies
Educational Environment for Fall 2020
<ul style="list-style-type: none"><input type="checkbox"/> Full classroom- no changes<input type="checkbox"/> Distance Learning Full Time<input type="checkbox"/> Distance learning Part time<input type="checkbox"/> Smaller class size<input type="checkbox"/> I have parents who will self select into distance learning<input type="checkbox"/> Unknown<input type="checkbox"/> Other: _____



Looking ahead

- Based on what you know about your caseload, and any other considerations, including things potentially related to your own health needs, complete the next portion of the companion tool.

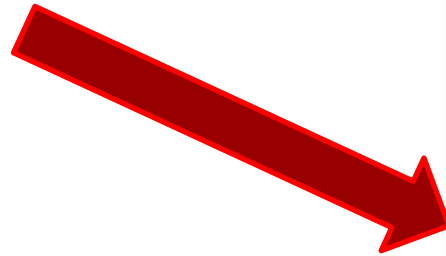
Special Considerations
I have a student with medical needs that will continue to distance learn <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____
I have a student with technology accessibility concerns: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____
I have a student with Vision or Hearing needs: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____
I have a student who is an English Language Learner: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____
Other Individual Considerations: _____ _____ _____ _____

Prioritizing

- Use the companion tool to document up to 5 priorities



Take one minute.



Planning and Prioritizing- Identifying Effective Distance Learning Strategies
Educational Environment for Fall 2020
<input type="checkbox"/> Full classroom- no changes <input type="checkbox"/> Distance Learning Full Time <input type="checkbox"/> Distance learning Part time <input type="checkbox"/> Smaller class size <input type="checkbox"/> I have parents who will self select into distance learning <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____
Special Considerations
I have a student with medical needs that will continue to distance learn <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____
I have a student with technology accessibility concerns: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____
I have a student with Vision or Hearing needs: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____
I have a student who is an English Language Learner: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____
Other Individual Considerations: _____ _____ _____ _____
My top 5 priorities for the fall, based on what I know about the plan
1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Collaboration

In breakout rooms share your top 5 priorities!

 You will have about 2 minutes per person.



Collaboration

Use the chat to share any impact to your thinking around your priorities

Did you change your priorities? Do you see them differently?




Making a Plan



Planning to address identified priorities: Prep List	
Priority 1: _____	
<input type="checkbox"/> Things to calendar _____	
<input type="checkbox"/> People who I want/need to collaborate with: _____	
<input type="checkbox"/> Materials to prep: _____	
<input type="checkbox"/> Training and/or support materials to access: _____	
<input type="checkbox"/> Misc. _____	
<input type="checkbox"/> Misc. _____	
Priority 2: _____	
<input type="checkbox"/> Things to calendar _____	
<input type="checkbox"/> People who I want/need to collaborate with: _____	
<input type="checkbox"/> Materials to prep: _____	
<input type="checkbox"/> Training and/or support materials to access: _____	
<input type="checkbox"/> Misc. _____	
<input type="checkbox"/> Misc. _____	
Priority 3: _____	
<input type="checkbox"/> Things to calendar _____	
<input type="checkbox"/> People who I want/need to collaborate with: _____	
<input type="checkbox"/> Materials to prep: _____	
<input type="checkbox"/> Training and/or support materials to access: _____	
<input type="checkbox"/> Misc. _____	
<input type="checkbox"/> Misc. _____	
Priority 4: _____	
<input type="checkbox"/> Things to calendar _____	
<input type="checkbox"/> People who I want/need to collaborate with: _____	
<input type="checkbox"/> Materials to prep: _____	
<input type="checkbox"/> Training and/or support materials to access: _____	
<input type="checkbox"/> Misc. _____	
<input type="checkbox"/> Misc. _____	
Priority 5: _____	
<input type="checkbox"/> Things to calendar _____	
<input type="checkbox"/> People who I want/need to collaborate with: _____	
<input type="checkbox"/> Materials to prep: _____	
<input type="checkbox"/> Training and/or support materials to access: _____	
<input type="checkbox"/> Misc. _____	
<input type="checkbox"/> Misc. _____	

Making a Plan

 Take 2 minutes to complete the portion for priority one.


Planning to address identified priorities: Prep List	
Priority 1:	_____
<input type="checkbox"/>	Things to calendar _____
<input type="checkbox"/>	People who I want/need to collaborate with: _____
<input type="checkbox"/>	Materials to prep: _____
<input type="checkbox"/>	Training and/or support materials to access: _____
<input type="checkbox"/>	Misc. _____
<input type="checkbox"/>	Misc. _____



Collaboration

In breakout rooms share your plan for your first priority

Please offer feedback to each other

 Plan for about 3 minutes of sharing and feedback for each person



Collaboration

Use the chat to share a *take away* or *aha* from your priority planning discussion



Parent/Guardian Module 5 Companion Document



Planning and Prioritizing for Fall 2020
Learning Environment: What do you know about your District's plan or options for the fall?
<input type="checkbox"/> No changes- normal classroom environment <input type="checkbox"/> Distance Learning Part Time <input type="checkbox"/> Distance learning Full time <input type="checkbox"/> Smaller class size <input type="checkbox"/> Other: _____
Special considerations for your child, as we move forward (examples: health concerns, social concerns, etc.)
_____ _____ _____
My top 3 priorities for the fall, based on what I know about the plan:
1. _____ 2. _____ 3. _____
Planning to address identified priorities: Prep List
Priority 1: _____
<input type="checkbox"/> Things to calendar _____ <input type="checkbox"/> People who I want/need to collaborate with: _____ <input type="checkbox"/> Materials and items I need (workbooks, technology, etc.): _____ <input type="checkbox"/> Misc. _____
Priority 2: _____
<input type="checkbox"/> Things to calendar _____ <input type="checkbox"/> People who I want/need to collaborate with: _____ <input type="checkbox"/> Materials and items I need (workbooks, technology, etc.): _____ <input type="checkbox"/> Misc. _____
Priority 3: _____
<input type="checkbox"/> Things to calendar _____ <input type="checkbox"/> People who I want/need to collaborate with: _____ <input type="checkbox"/> Materials and items I need (workbooks, technology, etc.): _____ <input type="checkbox"/> Misc. _____

Resources



[HOME](#) [ABOUT US](#) [RESOURCES](#) [PROFESSIONAL LEARNING](#) [SIL SUMMIT](#) [CALENDAR](#)

Resources

Visit the resources page to learn about our new distance learning resources for parents and educators

Distance Learning

RESOURCES FOR DISTANCE LEARNING
[LEARN MORE](#)



Thank You

SIL Website:

<https://systemimprovement.org/>

We Value Your Feedback:



Module Survey Link



@system_leads



@system.improvement.leads



Section Brainstorm

- Based on what i've learned, here are my priorities for the fall...
- Reflect on previous documents
- Teacher Self-Care
- "Culmination" Planning Document?
- Accountability Plan?
- **From Feedback on Module 3:** Maybe next time we should talk about how to make schedules and how to convert the classroom routines to virtual schedule