Special Services Job-Alike
March 26 & 27, 2020

Zoom Meeting Norms

- Please mute your speaker

- Type your questions in the chat box to be reviewed at the end of presentation

- Please be positive, present, and patient

spread the kindness!

Outcomes

- Calibrate on supporting student learning during school closure
- Share ideas and brainstorm what engagement looks like
- Establish expectation for student learning
- Establish equitable services across the district

Agenda

- OSPI and district guidance on teaching and learning
- Expectations
- Collaboration Planning – what does it look like for our job-alike
- Professional development
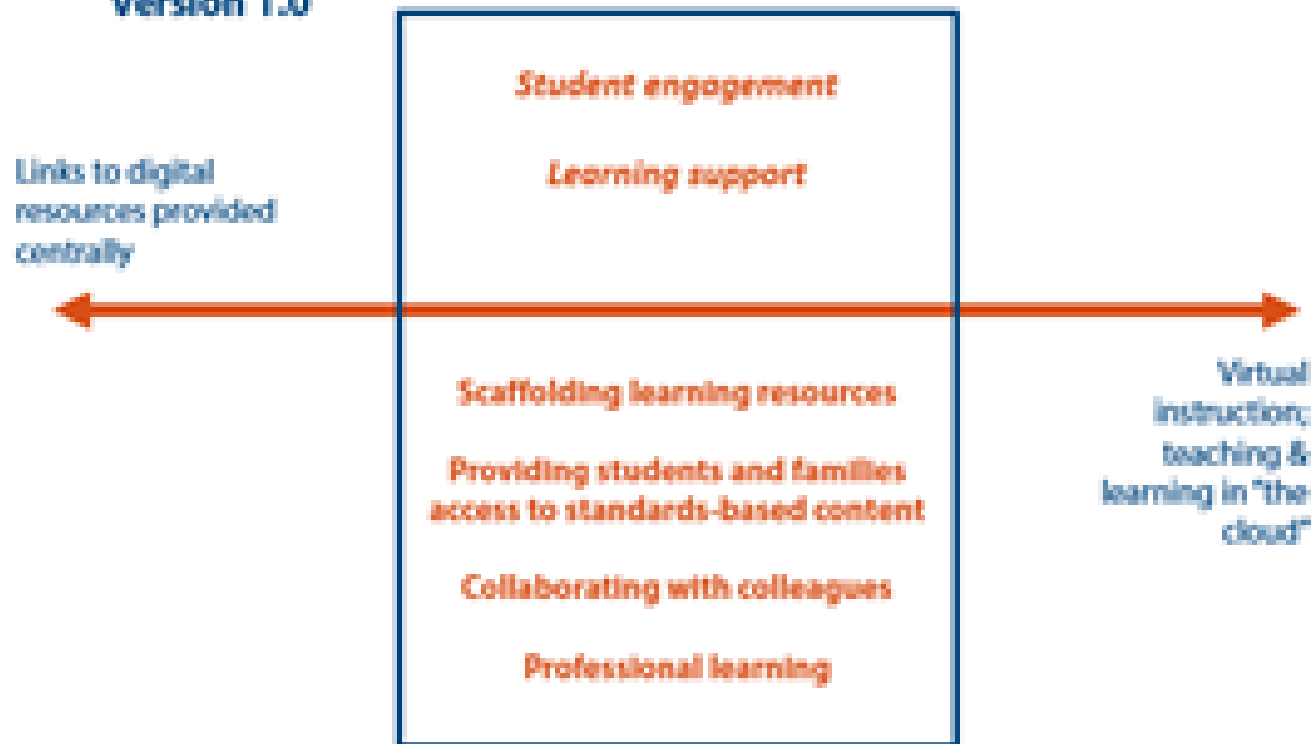- Schedule follow up job-alike meetings

Supporting Student Learning
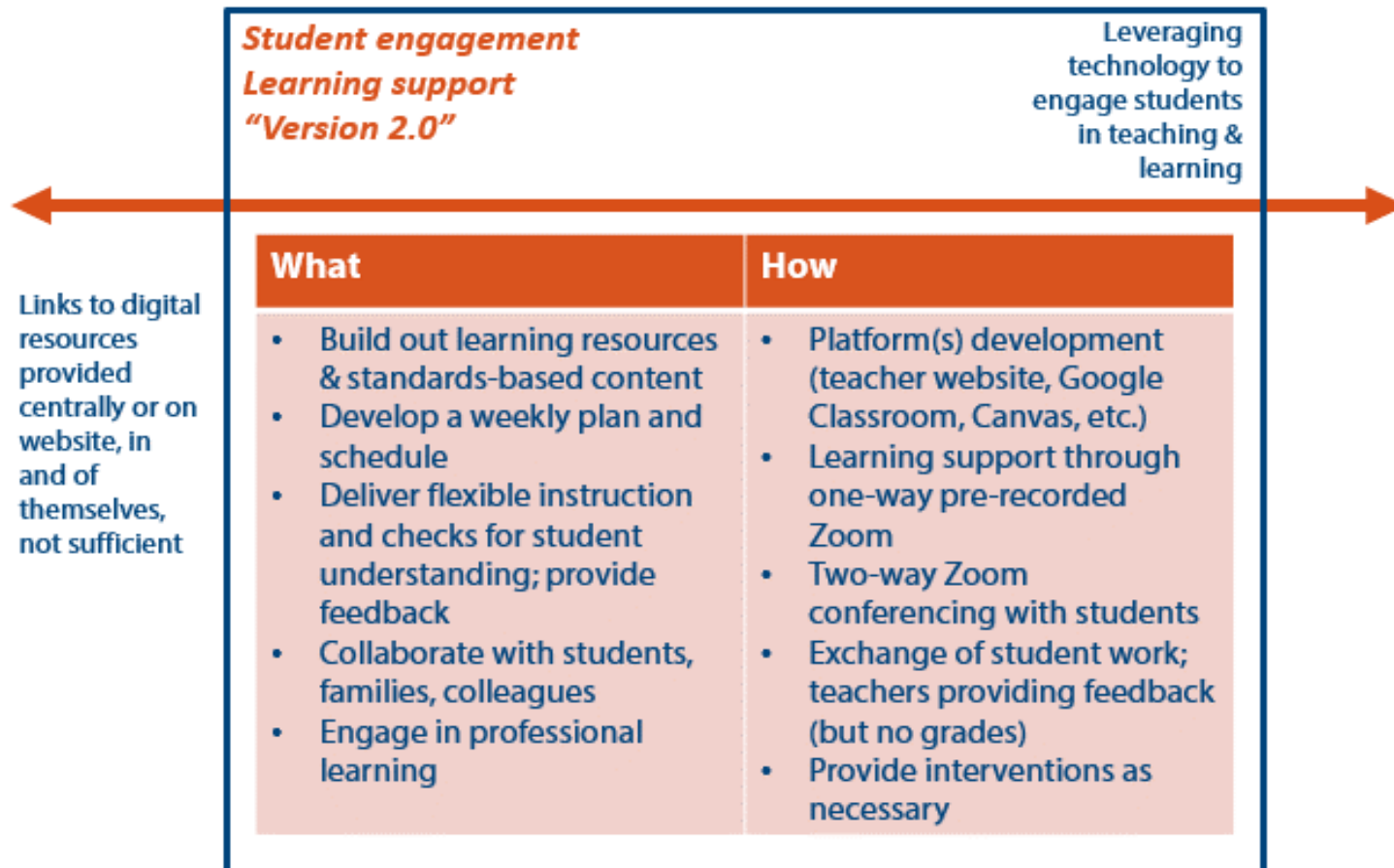
How might a teacher's role shift?

- Understanding student engagement & learning support; Version 1.0

Student engagement

Learning support

Links to digital resources provided centrally

Scaffolding learning resources

Providing students and families access to standards-based content

Collaborating with colleagues

Professional learning

Virtual instruction; teaching & learning in "the cloud"

Supporting Student Learning

Understanding the next iteration of the teacher's role in supporting student learning

Student engagement
Learning support
"Version 2.0"

Leveraging technology to engage students in teaching & learning

Links to digital resources provided centrally or on website, in and of themselves, not sufficient

What	How
• Build out learning resources & standards-based content • Develop a weekly plan and schedule • Deliver flexible instruction and checks for student understanding; provide feedback • Collaborate with students, families, colleagues • Engage in professional learning	• Platform(s) development (teacher website, Google Classroom, Canvas, etc.) • Learning support through one-way pre-recorded Zoom • Two-way Zoom conferencing with students • Exchange of student work; teachers providing feedback (but no grades) • Provide interventions as necessary

Continuous Learning Opportunities

March 20, 2020

Identify Where Your School Is Located

Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
• School is completely closed. • No services provided to any student.	• School is closed, but learning activities are being provided for students. • Learning activities are primarily parent/ guardian supported.	• School is closed, but learning is continuing with teachers and service providers actively checking in with students.	Brick and mortar school is closed. Learning is continuing through a continued series of structured activities which are teacher directed, student implemented, and assessed for progress.	• Brick and mortar schools are open.

CASE — COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION

Council for Exceptional Children

Continuous Learning Opportunities

March 20, 2020

Focus of Your Efforts

Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
• Planning for when schools move to the next level on the continuum.	• Is the work being provided accessible to all students? • How are you documenting what is being provided to all of your students?	• Is the work being provided accessible to all students? • Is it focused on IEP goals? • What reasonable efforts are you making to engage students?	• Is the learning goal focused and uniquely tailored? • Is the learning accessible in the new learning environment? • Are we providing as high quality services to students as possible?	• Brick and mortar schools are open. • What's appropriate? • Endrew F. Standard

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Continuous Learning Opportunities

March 20, 2020

CASE COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION

Council for Exceptional Children

What to Consider

Continuous Learning Opportunities

- Create programming that provides the level of progress expected of other students *in these circumstances.*
- Focused work for specific classes (i.e. self-contained vs. grade level getting same work)
- Accommodations and modifications of general education materials
- Ability of parent/ guardian / family to support student learning
- Possible services necessary to access learning opportunities in a way that is nondiscriminatory to the extent possible in these circumstances.

OSPI - Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student's strengths, interests, and needs and use this knowledge to positively impact learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and to balance think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—**safety remains the priority**. Provide translations as necessary.

OSPI - Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content**: Set goals using knowledge of each student and of _Washington State K– 12 Learning Standards_.
- **Deliver Flexible Instruction**: Consider how to deliver content depending on tools and resources _accessibl_e to each student. _Delivery of instruction_ may include printed learning materials, phone contact, email, technology-based virtual instruction, or a combination to meet diverse student needs.
- **Engage Families**: Communicate with families about engagement strategies to support students as they access the learning. _Families are critical partners_. Provide translations as necessary.

OSPI – Assessing Student Learning

- **Check student learning**: Use a _variety of strategies_ to monitor, assess, and provide feedback to students about their learning
- **Make instructional adjustments**: Use _formative assessment_ results to guide reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage families**: Communicate with and seek input from families about assessment results in order to inform next steps. Provide translations and accommodations as necessary..

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Expectations

What supports include:
- Sample daily routine
- Supports for student learning
- Communication with families
- Tracking student engagement
- Formative data collection
- Log / tracking form

Sample Daily Routine

Ms. Smith, 1st Grade Special Education Teacher, Sample Daily Routine

AM Routine	Lunch/Midday	PM Routine
Exercise + Mindfulness Shower Eat + Coffee Hydrate	Lunch bunch, get up and walk around	Parent notes in message board
Real world moment - wrangle my own kids and get them going	Real world moment - keep my own kiddos entertained and focused on their own learning ;)	Real world moment - snack time for my own kids (maybe even lock them in a room - j/k don't really do that)
Review of schedule, announcements, and learning objectives	Check and connect	Homework/study skills planner checks
Message parents with session schedules, zoom video office hours, and reminders	Post to my classroom communication app something cool from my virtual classroom	Message colleagues, collaborate on zoom video call
Make personal connections	Review AM formative assessment/log-in/metrics data	Review PM formative assessment/log-in/metrics data

Supports for Student Learning

What supports include:

- Building out learning resources and standards-based/IEP aligned content
- Develop a weekly plan and schedule
- Deliver flexible instruction and checks for students understanding; provide feedback
- Collaborate with students, families, and colleagues,
- Coordinate with para educators
- Engage in professional learning

What supports does not include:

- No grading or attendance
- Students and families who cannot or choose not to engage ensure not disadvantage to
- Two-way engagement should not be recorded
- No video during a one to one engagement without a second staff member on the Zoom

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Supports for Student Learning

How supports occur:

- Platform(s) development (I.e. website)

- Email/share activities with families

- Newsletter

- Phone calls

- Video office hours

- Pre-recorded Zoom videos

- Two-way Zoom conferencing with students

- Exchange of student work

- Provide interventions as necessary

Communication with Families

What supports include:
- Email/share activities with families
- Newsletter
- Phone calls
- Video office hours
- Zoom meetings (IEP, evaluation, etc.)
- Job-alike
  - Mailing
  - Student packets

Tracking Student Engagement

What supports include:

- Use some form of the tools that you already have as a starting point
- Consider other digital engagement tools:
  - ➢ Zoom polling questions
  - ➢ Chat
  - ➢ Video
  - ➢ Audio
  - ➢ And other means to track student engagement and progress
  - ➢ Allow students to self-assess
- Provide prompt feedback to redirect student's attention and reinforce behavior

Formative Data Collection

What does include:

- See previous slide above
- Survey
- Self-assessment rubric
- In the moment tracking by design (sight word list, etc.)
- Student work product
- Student journal (written, drawn, or verbally shared)

Log/Tracking Form

What supports include:

- Log all family communications (phone calls, Zoom meetings)
- Log all student engagement with specific details (see tracking form)

	A	B	C	D	E	F	

Everett Public School District <insert elementary school name> - COVID-19 Instructional Tracking

Student Name:			Classroom/ Advisory Teacher				Case M
Date	Subject/ Goal Focus	Provided by	Service Provided	Accommodation/ Modification Provided		Unique Tailoring	Studen
ex. 3/18/2020	Math	Verden	15 min Google Hangout	Repeated instructions,		Assigned specific questions from activities focused on goal.	Able to c

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Collaborative Planning

What does this look like?

- Brainstorm ideas on how to move forward to support student learning
- Discuss common materials, resources, and weekly schedules
- Share ideas for common student packets
- Explore professional learning (e.g. highly encourage participating in teletherapy training)

Professional Development

Schedule Follow Up Meetings

- Job-Alikes

Thank you!

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