

Utah

Ensuring Equity for ALL Learners Through Distance Learning



Utah State Board of Education





Presentation Overview



Utah's Three Phases to Recovery



Accessibility Considerations



Pacing & Scheduling



Virtual Environment



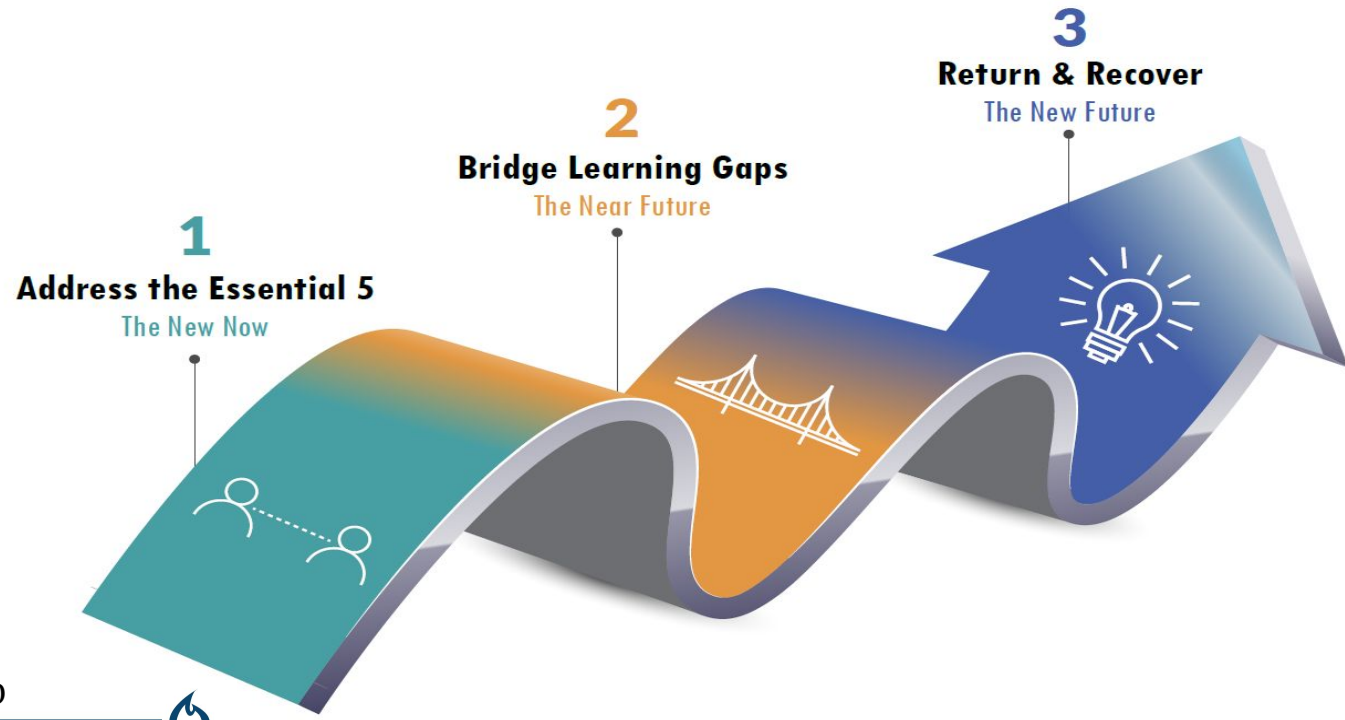
**Planning & Delivering Effective
and Equitable Instruction**



Family Supports



Utah's Three Phases to Recovery



April 2020

SPDG Supports Utah's Three Phases to Recovery

1 Address the Essential 5 The New Now

Focus Efforts on the Following Five Priorities:

- Provide Learning Opportunities for All Students
- Support Graduating Seniors
- Continue Meal Service
- Keep Staff Employed
- Support Staff with Social Emotional Needs

2 Bridge Learning Gaps The Near Future

Assessing & Addressing Learning Gaps:

- Determine Usage of Federal Funds
- Use Formative Assessments to Determine Learning Gaps
- Small Group & Individual Tutoring
- Digital Opportunities For Review & Catch Up

3 Return and Recover The New Future

Continue Adapting & Innovating:

- Assess Learning Gaps & Set Baselines
- Small Group & Individual Support
- Apply Lessons Learned From Remote Instruction To Inform Methods of Personalizing Instruction

USBE SPDG Team

8

Staff &
Coaches

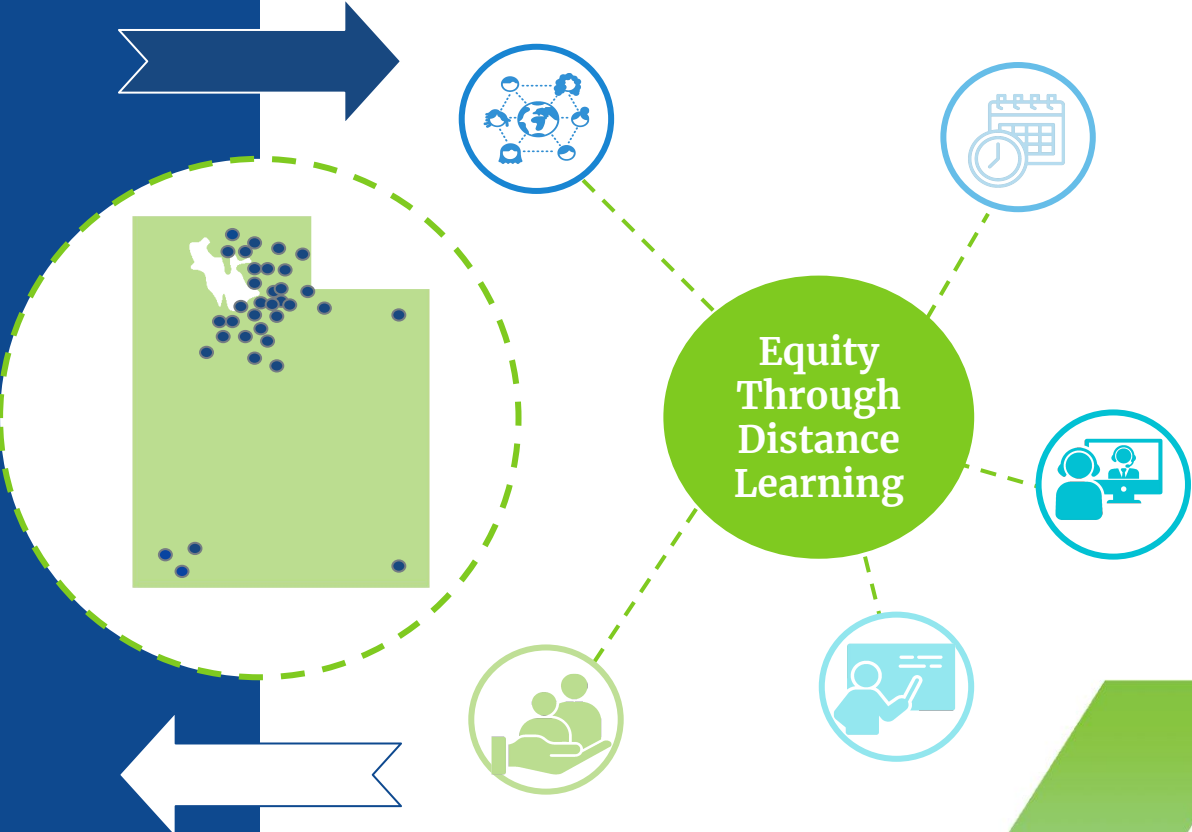
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LEAs

392,714

Students

LEA Support



Accessibility Considerations



“

That's at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one.

-Pedro Noquera

”

Tale of Two LEA's



San Juan School District



12 Schools



2,876 Students



15% Students w/ Disabilities



100% Economically Disadvantaged



26% Homeless



Davis School District



91 Schools



72,275 Students



14% Students w/ Disabilities



20% Economically Disadvantaged



2% Homeless

LEA Accessibility Considerations



Defining Accessibility

Infrastructure	Student
<ul style="list-style-type: none"> • Do students/families have access to the necessary hardware (computer)? • Do students/families have access to any software required? • Do students/families have access to Internet/WiFi? • What is the bandwidth? 	<ul style="list-style-type: none"> • Do students have cognitive/executive functioning needs? • Do students have physical/sensory needs? • Do students have communication needs? • Do students have the reading ability needed to access online content? • Do students need additional support through other assistive technologies?



(Brown, 2000; Callison, 2004, Rose, 2007)

Pacing & Scheduling



Effective Scheduling of LEA Professional Development

Online Professional Learning

- Every Day at 10 am
- 90 – 120 min Sessions
- Various topics:
 - Data Collection
 - Instruction for Students With Significant Disabilities
 - Small Group Instruction
 - Interventions for Students with ADHD & Anxiety
 - ABC's of Behavior

APRIL 2020 *BLIND MULE* ONLINE TRAINING CALENDAR

SUN	MON	TUE	WED	THU	FRI	SAT
			01	02	03	04
05	06	07	08	09	10	11
12	13	14 DTT: 10am Meeting ID: 274 295 033 Password: 078934	15 DATA: 10am Meeting ID: 364 772 774 Password: 052542	16 DTT: 10am Meeting ID: 274 295 033 Password: 078934 BGU: 2:00 pm***	17 DATA: 10am Meeting ID: 364 772 774 Password: 052542	18
19	20 ABC's: 10am Meeting ID: 672 731 848 Password: 023689	21 ABC's: 10am Meeting ID: 672 731 848 Password: 023689	22 ANXIETY: 10am Meeting ID: 335 813 953 Password: 031881	23 ABC's: 10am Meeting ID: 672 731 848 Password: 023689 BGU: 2:00 pm***	24 ANXIETY: 10am Meeting ID: 335 813 953 Password: 031881	25
26	27 SMALL: 10am Meeting ID: 542 855 159 Password: 030411	28 ADHD: 10am Meeting ID: 213 032 518 Password: 042070	29 SMALL: 10am Meeting ID: 542 855 159 Password: 030411	30 ADHD: 10am Meeting ID: 213 032 518 Password: 042070	1 SMALL: 10am Meeting ID: 542 855 159 Password: 030411	5/2
5/3	*May 4 LARGE: 10am Meeting ID: 817 322 438 Password: 029415	*May 5 LARGE: 10am Meeting ID: 817 322 438 Password: 029415	*May 6	*May 7 LARGE: 10am Meeting ID: 817 322 438 Password: 029415 BGU: 2:00 pm***	*May 8	*5/9

*ALL CAPS REFERENCES SESSION TOPIC – see table below for complete title.

**May 4th -8th dates have been scheduled just in case the soft closure continues beyond May 1. If schools resume normal campus activity, training will be cancelled.

***BGU – Behavior Geeks United is an informal gathering of like-minded people with various geeky topics. See link below



LEA Pacing & Scheduling

Considerations for Pacing

- What skills and content are being taught?
 - Are students acquiring new skills?
 - Do students have previous knowledge?
- What are the group and individual needs?
- What unique expectations or stressors might our students be experiencing?



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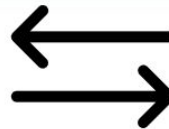
What is most critical?

How can I ensure continuation of learning for all learners?

How can I ensure students receive necessary services?

How can I reduce cognitive overload and stress?

How can I differentiate approaches for students and families?



LEA Pacing & Scheduling

Proactive Virtual Environment



Supporting Virtual LEA Professional Learning

- 01** Regularly Touching Base with LEA Coordinator for MTSS
- 02** Participating in Virtual MTSS Meetings
- 03** Meeting the LEA's where they are at
- 04** Creating Actions Plans for Summer and Fall Professional Development
- 05** Setting MTSS Goals for Next Year





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LEA Proactive Virtual Environment

Establish Expectations

- Use consistent, familiar language
- Determine your settings
 - What virtual activities will you conduct with your students?
 - Will there be app or tech-specific activities?
- Consider online-specific behaviors
 - How will their typical routines be modified?
 - What new behaviors need to be taught?
- Teach technology and expected behaviors explicitly

How can the software you use support a positive climate & limit disruptions?



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ACTIVITY: Create your own teaching matrix for remote instruction

- How will you structure your matrix?
- How will you define the settings?
- What behaviors do you want to explicitly teach students to support their success?
- What familiar language can you use?

LEA Proactive Virtual Environment

ZOOM class Expectations

<p>BE ON TIME</p> <p>Be in our Zoom session by 9:00. Remember after 5:00 we will start you into the class.</p>	<p>PRESENTATION</p> <p>Can we see you? Have your camera on the whole meeting. No Face – No Credit!</p>
<p>PARTICIPATION</p> <p>Be focused. Pay attention. Be an active participant – it is part of your grade.</p>	<p>BE RESPECTFUL</p> <p>Sorry, I wasn't listening. Keep your microphone muted unless called upon. Raise your hand if you have a question or comment.</p>

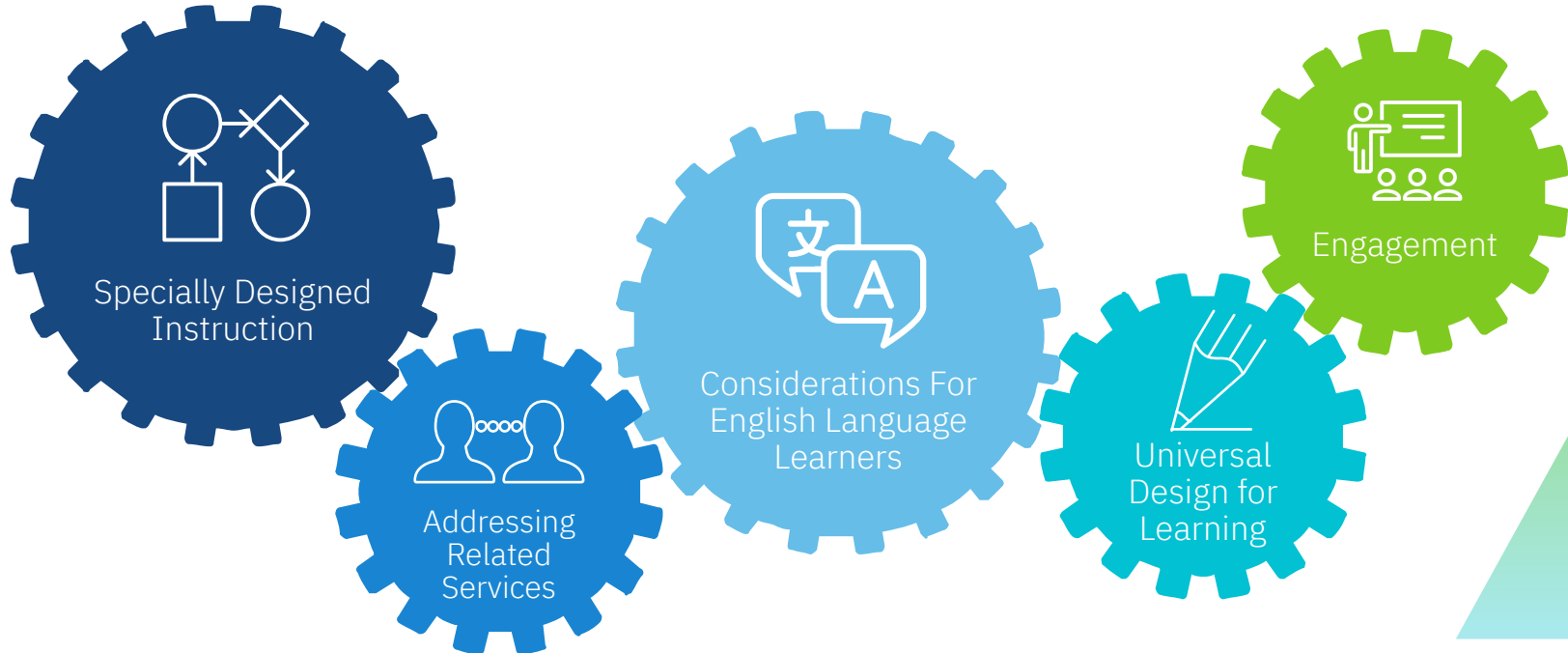
We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	<ul style="list-style-type: none"> • Choose a distraction-free space • Use equipment as intended • Use kind words and faces 	<ul style="list-style-type: none"> • Ask in chat if you need help • Use kind words and faces 	<ul style="list-style-type: none"> • Use kind words and faces 	<ul style="list-style-type: none"> • Use "stop-leave-talk" when you hear disrespect • Encourage others to participate • Use kind words and faces
Respectful	<ul style="list-style-type: none"> • Video on at all times • Audio off • Use chat with classmates for first 5 minutes 	<ul style="list-style-type: none"> • Video on at all times • Audio off • Answer questions in chat box on cue • Answer polls promptly 	<ul style="list-style-type: none"> • Video on at all times • Audio on • Listen attentively • Answer questions out loud on cue 	<ul style="list-style-type: none"> • Video on at all times • Audio on • One speaker at a time: wait or use chat to respond when others are talking • Respect others' cultures, opinions, and viewpoints
Responsible	<ul style="list-style-type: none"> • Be on time and ready to learn • Start class charged or plugged in • Have materials ready 	<ul style="list-style-type: none"> • Ask questions (voice or chat) when you have them • Be present – avoid multitasking 	<ul style="list-style-type: none"> • Ask questions out loud when you have them • Try your best • Be present – avoid multitasking 	<ul style="list-style-type: none"> • Encourage each other to stay on topic • Complete the work together • Use "Ask for Help" button if you have questions • Be present – avoid multitasking

VIDEO CONFERENCING EXPECTATIONS	
B BULLDOG BEST	Southwest Middle School students will strive to be their Best as aligned with the school-wide expectations of Responsibility, Actions, Voices, and Engagement . For our continuous learning to be its best, we need YOUR BULLDOG BEST!
R RESPONSIBILITY	<ul style="list-style-type: none"> • Be on time • Have your device charged and ready • Dress appropriately for Video • Use a school appropriate background/picture
A ACTIONS	<ul style="list-style-type: none"> • Find a comfortable place to sit • Face the camera • Actively participate in classroom activities • Avoid distracting behaviors while on camera
V VOICES	<ul style="list-style-type: none"> • Raise your hand / wait to be called on • When Listening: Level 0 (Mute) • When Talking: Level 2 • Use appropriate language
E ENGAGEMENT	<ul style="list-style-type: none"> • Be an active listener • Encourage and include others • Stay engaged in the conversation • Ask for help as needed • Have fun interacting with classmates/teachers

Planning and Delivering Effective and Equitable Instruction



Equitable Instruction



Equitable Instruction



<https://www.youtube.com/watch?v=RytUIU8MjY>

Family Supports



USBE Guidance for Supporting Families During Remote Learning

Primary Goal	Focus Priorities and Reduce Stress While Still Developing Academic and Social Emotional Skills
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Focus Learning with Essentials

Scaling Learning Time

Providing Parent and Family Supports

LEA Family Supports



Family Supports: Communicate Frequently

Early Light Academy

Elementary Video:

- <https://youtu.be/P1ytGPQY8pc>



Junior High Video:

- <https://youtu.be/N3GW37b2sVg>





LEA Family Supports

MTSS Family Involvement Inventory

	School-to-Parent Activities	Parent-to-School Activities
Tier 3: Individual parents, students, families	<input type="checkbox"/> Involve parent in problem-solving process for individual students <input type="checkbox"/> Provide thorough information on tier 3 interventions in academics or behavior <input type="checkbox"/> Joint progress-monitoring and discussions about progress in academics or behavior <input type="checkbox"/> Connect to community resources and services	<input type="checkbox"/> Member of BLT / DIT team, decision-making teams <input type="checkbox"/> Parent Advocate for other parents <input type="checkbox"/> Parent interventions or other training (e.g., parenting classes, home visits) <input type="checkbox"/> Joint progress-monitoring and discussions about progress in tier 3 interventions <input type="checkbox"/> Connected to community resources and services
Tier 2: Targeted parents, students, families	<input type="checkbox"/> Teacher-parent communication folders <input type="checkbox"/> Provide thorough information or training about tier 2 interventions in academics or behavior <input type="checkbox"/> Provide supplemental educational activities for parent and student to do at home together <input type="checkbox"/> Calendars with daily or weekly activities	<input type="checkbox"/> Volunteer in school or classroom <input type="checkbox"/> PTO/PTA/School-Community Council <input type="checkbox"/> After-school programs <input type="checkbox"/> Parent education or other training: English classes, computer classes, academic skills <input type="checkbox"/> Support or participate in tier 2 interventions for their child
Tier 1: All parents, students, families	<input type="checkbox"/> Family engagement as instructional strategy <input type="checkbox"/> Regular Newsletters and other communication, information on school programs (including MTSS) <input type="checkbox"/> Connect and share information about community activities <input type="checkbox"/> Survey parents for skills and interests <input type="checkbox"/> Support learning at home: how to help with homework, required skills for proficiency, home activities to support student learning <input type="checkbox"/> Report cards, progress reports, tests, and student progress <input type="checkbox"/> Parent room or family center	<input type="checkbox"/> Provide housing, health, nutrition, clothing, safety, and home conditions that support children <input type="checkbox"/> Bring student to school consistently <input type="checkbox"/> Read and practice math daily, engage in child's homework <input type="checkbox"/> Attend parent-teacher conferences <input type="checkbox"/> Hold high expectations for children <input type="checkbox"/> Help set academic goals for their student and monitor progress toward goals

Adapted from Epstein (2009) Six Types of Involvement, Center for Organization of Schools

Tiered Parent Involvement

Defining:

- School-to-Parent Activities
- Parent-to-School Activities

UMTSS Ensuring Equity For All Learners Through Distance Learning Canvas Module

Enroll in the
Course
Here



Thank You.



Additional Resources

Remote Learning Resources From USBE and UEN

[Three Phases to Recovery](#) (USBE)

[Guidance for Supporting Families during Remote Learning](#) (USBE)

[Utah Multi-Tiered System of Supports Canvas Course Series](#) (USBE)

[UEN's Learn @ Home Resources for Teachers](#)

[UEN's Learn @ Home Resources for Parents](#)

[Utah State Board of Education Online Special Education Newsletter](#) (Registration Link) by Mailchimp. Each month the newsletter will provide subscribers with articles and professional learning opportunities aimed at improving outcomes for students with disabilities. The monthly articles will focus on literacy, numeracy, behavior supports, transition, preschool, and compliance. Educators, administrators, paraeducators and parents will all benefit from this information.

Additional Resources

Resources Specific to COVID-19

[Office of Special Education Program's Continuity of Learning During COVID-19 Resource Hub](#) (IDEAs that Work)

[IRIS Center Module for Parents: Supporting Learning During the COVID-19 Pandemic](#)

[National Center for Systemic Improvement: COVID-19 Resource Hub](#)

[Early Childhood Technical Assistance Center: COVID-19 Resource Hub](#)

[Teach from Home Toolkit](#) (Google)

[Supporting High School Seniors During COVID-19](#) (Pathways to Adult Success)

[Social Emotional Learning COVID-19 Resources](#) (CASEL)

Additional Resources

Accessibility

[National Center on Accessible Educational Materials](#)

[Bookshare](#)

[Microsoft Educator Center: Special Education and Accessibility Resources for Remote Learning](#)

[Dynamic Learning Maps \(Profession Development Modules for Educators of Students with Significant Cognitive Disabilities\)](#)

[Special Education Technology Center](#)

[National Center on Deaf-Blindness](#)

Additional Resources

Pacing & Scheduling

[School Virtually: Prioritize Learning Goals](#)

[School Virtually: Schedule Distance Learning](#)

Proactive Virtual School Climate

[Creating a PBIS Behavior Teaching Matrix for Remote Instruction](#) (Center on PBIS)

[Connecting Schoolwide SEL with other Schoolwide Frameworks](#) (CASEL)

[Creating a Well-Rounded Educational Experience: Introduction to Social and Emotional Learning](#) (AIR; Free Online Learning Module)

Additional Resources

Supporting Parents & Families

[Evidence-Based and Promising Practices to Support Continuity of Learning: Practices and Resources to Support Parents and Families](#) (OSEP IDEAs that Work)

[Supporting Families with PBIS at Home](#) (Center on PBIS)

[Guidance for Supporting Families during Remote Learning](#) (USBE)

[UEN's Learn @ Home Resources for Parents](#) (UEN)

[IRIS Center Module for Parents: Supporting Learning During the COVID-19 Pandemic](#)

[School Virtually: Resources for Parents and Families](#)

[Center for Parent Information and Resources](#)

Additional Resources

Universal Design for Learning

[School Virtually: Design Engaging Online Lessons and Activities](#)

[UDL Graphic Organizer \(with examples\)](#)

[UDL Graphic Organizer \(blank\)](#)

[UDL Guidelines Interactive Tool](#)

[Improving Instruction, Accessibility, and Outcomes: Professional Development Module](#)

[INCLUDE Note-Taking Template](#)

[INCLUDE Chapter \(Friend & Bursuck, 2006\)](#)

[Planning template for universally designed, differentiated instruction](#)

[Co-Teaching Lesson Planning Template](#)

Additional Resources

Explicit Instruction

[Features of Explicit Instruction Course Content](#) (National Center on Intensive Intervention)

[Evidence-Based and Promising Practices to Support Continuity of Learning: Practices and Resources to Support Teachers](#) (OSEP IDEAs that Work)

[Explicit Instruction: Effective and Efficient Teaching](#) (Anita Archer)

Additional Resources

Other Resources

[Telehealth Resources](#) (American Occupational Therapy Association)

[Telehealth Resources](#) (American Physical Therapy Association)

[Telepractice Resources](#) (American Speech-Language-Hearing Association)

[Educating All Learners Alliance](#)

[Resources for Teaching Online](#) (Corwin)

[Resources for Educators Delivering Intensive Intervention](#) (National Center on Intensive Intervention)

[Institute of Education Sciences Educational Games](#)

[Distance Learning for Special Education](#)

[Getting Back to School After Disruptions](#) (Center on PBIS)