July 13, 2020 Chat with Katie Novak/DTFs/WASA

What does success look like for you as Year 1 of the project ends and you head into Year 2?

- Every day I set up a schedule and feel like I’m going to nail it - and then…. Squiggles. (;
- Stay present, stay present, stay present.
- Breathe and go slow to make changes that last
- Fluidly chaotic and courageous moving in the moment for transformational change.
- Success looks like staying calm, handling unknowns with grace, being adaptive.
- Getting all staff aligned in belief of inclusive practice
- Commitment to growth!
- Shared understanding on the why- progress with mindset work
- Ups and downs, rethinking, compromise, and collaboration
- Many paths to support student growth
- Keep end goal in mind and provide a vision for how all the work relates back to inclusion...not another ”thing” added to already full plates.
- Pushing hard on MTSS
- Continuing to bring forward the work of UDL and improving learning and outcomes for ALL students. Implement plans developed.
- Clearer understanding of gap between present reality and ideals/goals

Barrier: Not all learners have devices

- Parents work full time and are not at home
- Remote special ed services can create issues with confidentiality - OT, SLP etc....
- Consistent learning management systems
- Accessibility and remote learning
- Siblings in different grade bands
- Limits on ability to form strong relationships - teacher to student and student to student
- Our families have indicated a need for organization/schedule support for remote learning
- Authentic relationships with peers and staff

Barrier: Not all teachers have strong tech skills

- Comfort and fluency with online learning systems (like SeeSaw, Google Classroom, etc.)
- Offer summer tech. PD. Set up tech. PD during the district PD days.
- Quality PD
- Teachers can work together as a team to provide services for students, some provide videos of instruction, some provide Zoom calls
- Differentiated PD
- Professional learning around technology and want it means to be an online and blended learning teacher to support UDL.
- 1) show staff some models for effective online learning. 2) provide various professional development for staff (and parents and students
- Reduce and focus on the platforms that will be used by all teachers in remote - core 4 tools.
- Have teams work together where 1 person, etc. does the online component
• Name platform to be used and provide specific training for platform
• Teamwork!!
• Tech Time built into contracts, providing personal choice time for engaging in tech learning in person and online
• Teams sharing a google classroom to bring work to a shared place— divided responsibilities
• Assess what tools teachers do have.
• PD differentiated based on strengths and needs of staff
• Step by step modules in Canvas for use of platforms
• Coaching from district specialists *Teacher partnerships to align and create work
• Menu of choices for digital learning and description of what they are used for
• District leaders must create the teamwork parameters - grade level or content level - and support principals in facilitating this work and monitoring the teacher team’s engagement.
• Could we do that same socially distant practice to support parents with remote learning-just a thought
• The power of grade level/content PLCs to distribute leadership work/tasks where staff have strengths to get all students what they need.

From Katie Novak : Here is link to remote guide: 
https://drive.google.com/file/d/1VJLQf_4XoQbv7RDuqMwb71qYFNCXsT9L/view?usp=sharing

Whip Around: Innovative ideas for inclusive fall openings.

“How cool would it be to…”

• Team Coherence: Provide virtual learning to students at remote sites where they are supported by adults all the while keeping social distancing
• Have universal understanding and implementation of UDL in all classrooms
• Get our most needy students to school everyday
• Success is UDL being adopted: How cool would it be for us to figure out how to get devices and internet to our most remote students!
• How cool would it be to provide SEL support for students and staff online, both by appointment and on drop-in basis?
• Have every student engaged in learning, whether remote, hybrid or in person
• How cool would it be to have a system operating in which ALL stakeholders (ed staff, parents, students) participated in online learning that had cycles of feedback provided multiple different ways.
• Really team with parents to provide anytime and any place learning opportunities monitored by a teacher who has the skills to develop strong relationships and created by teacher teams to create the learning activities...
• Authentic connections with students (peers and adults) that help facilitate learning between in person and virtual as we have to pivot between the two
• Work in the classroom and work at home to align with UDL and student engagement so students can smoothly move back and forth within their learning.
• Undo the silos we create when putting students and teachers in grade levels and instead spread them throughout the system and doc
• Success = stay the course: focus on learning
• I would love to see every student involved in a Restorative Circle with a skilled facilitator to tend to the SEL needs of our students and engage them in meaningful relationships to spur on their connectedness to remote and/or blended learning.
• How cool would it be to have space in district for students who experience homelessness to access support during remote or hybrid models of instruction.
• How cool would it be to have all stakeholders understand and believe in the idea of Shared Efficacy - Hattie!
• How cool would it be to....utilize and plan for UDL in all classrooms. All stakeholders involved in implementation with deep understanding of UDL. ALL students learn through rigorous learning opportunities and expectations.
• How cool would it be to put in place an instructional program for the fall that actually closes rather than amplifies existing disparities.
• Growth Mindset : How cool would it be to share the student workload by focusing on teacher strengths and areas of expertise rather than grade-level and class roster?

Advice:

• Stay the course. The why is the same and the how may look different.
• Advice for cohort 2...BREATHE! This is eating an elephant, manageable one bite at a time!
• Advice: combine this work with other initiatives in your district to keep things streamlined for you and your team
• UDL learning objectives is key - the foundation for all other lesson planning...