MTSS Micro PD and Open Discussion
October 22, 2020 2:30-3:30pm

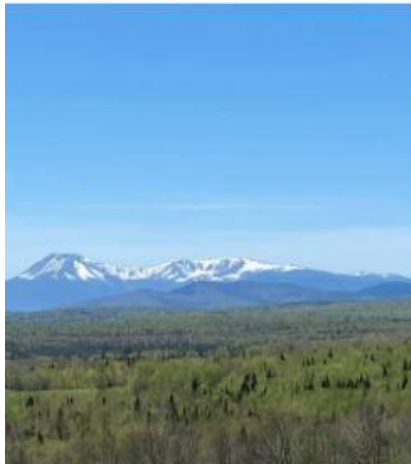## Student Engagement in a Hybrid Model

Andrea Logan, M. Ed.

Maine Department of Education

MicroPD Framework

Exploration

EXPLORATION
Engagement
Accountability
Assess the challenge
10 minutes

Visualizing engagement

What does engagement look like? In school? In virtual classes?

What does engagement look like in an LMS?

Visualizing accountability

What does accountability look like? In school? In virtual classes?

What does accountability look like in an LMS?

Assess the Challenge	
What is the overarching need?	
Potential Barrier #1	
Potential Barrier #2	
Potential Barrier #3	
Potential Barrier #4	
Goal:	

Maine
Department of
Education

Keys to student motivation
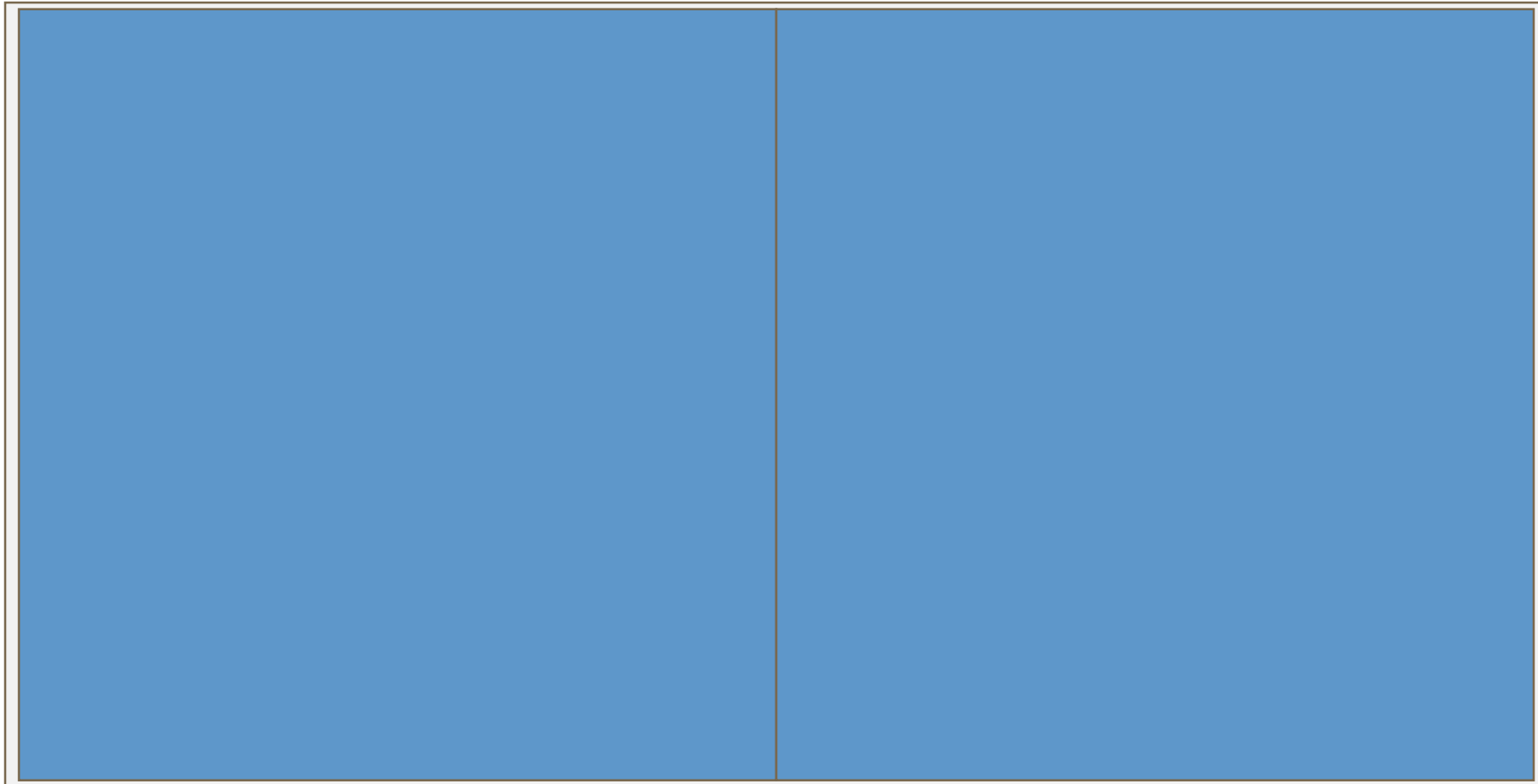
Perspectives and Resources

PERSPECTIVES AND RESOURCES

Integrating MTSS into hybrid learning models

Links to Support

10 minutes
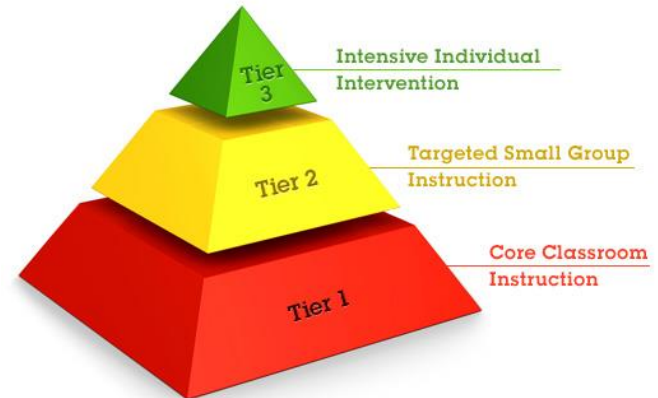
RTI (Response To Intervention)
3 Tiers of Support

Perspectives and Resources
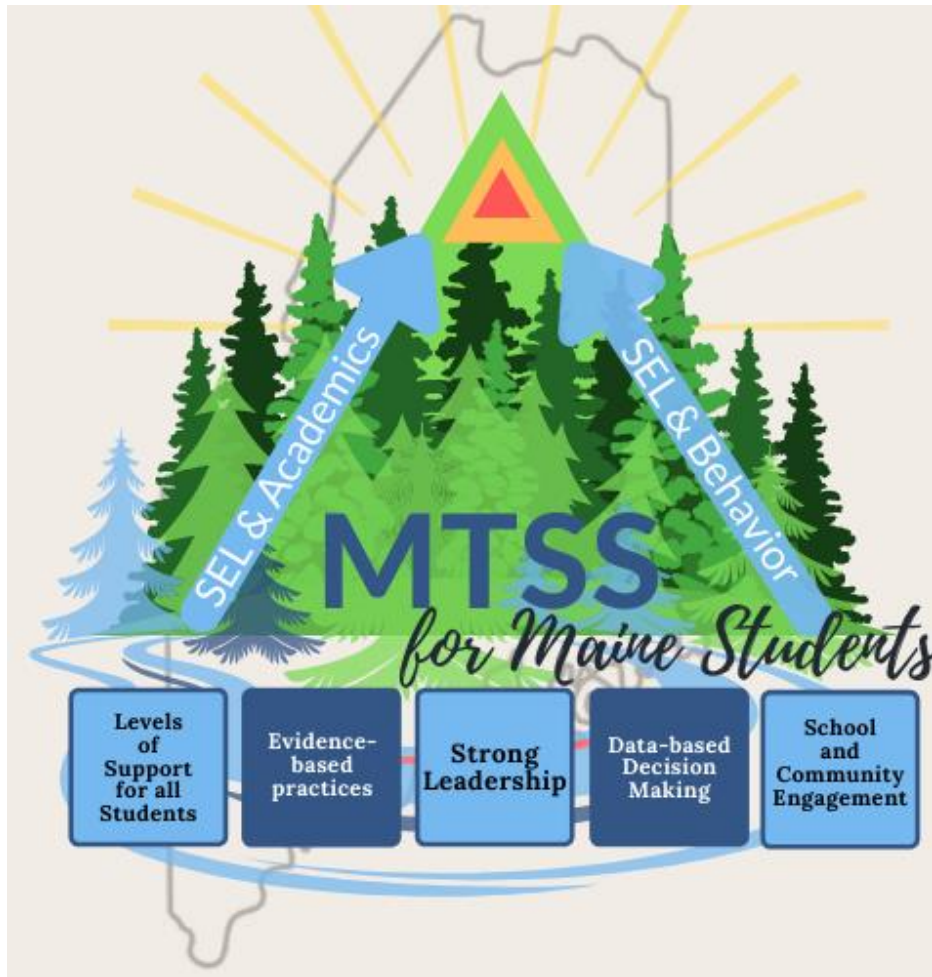
This MicroPD covers the following MTSS components

- Levels of support for all students

- Data-based decision making

- School and family engagement

Maine Department of Education

Incorporating Remote Days into the Multi-tiered System

Tier 1(a) – School and Classroom

Tier 1(b) – School and Virtual Classroom

Tier 2 and 3 – Primarily
                School
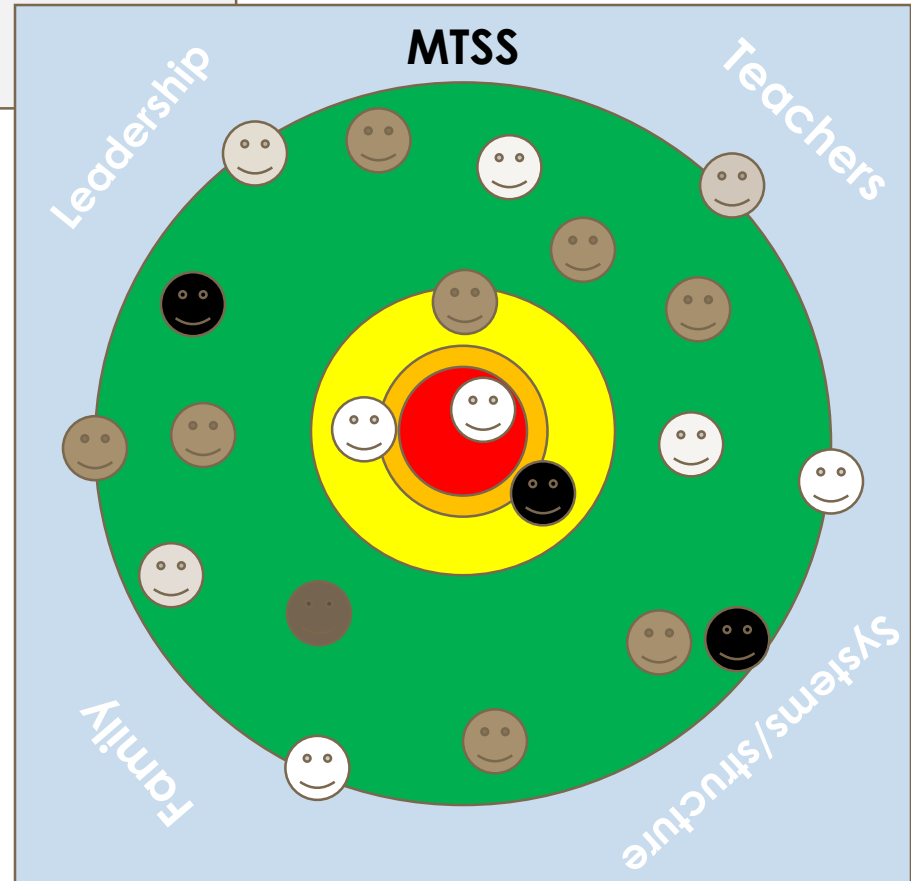
Perspectives and Resources

We tend to choose LMS platforms for cost, functionality, availability.

➡ But, forget to think about what an LMS *doesn't* have

➡ Or has too much of

Some common barriers with LMSs

- Assumptions
- Clarity
- "Noise"
- Consistency
- Complex
- Flat

Blackboard

Canvas

See Saw

Moodle

Google Classroom

eBackback

Etc.

School

Home

Primarily School

Tier 2 and 3

Tier 1 - Universal

Maine Department of Education

Perspectives and Resources

Regular Classroom

Tier 1(a)

- Routine
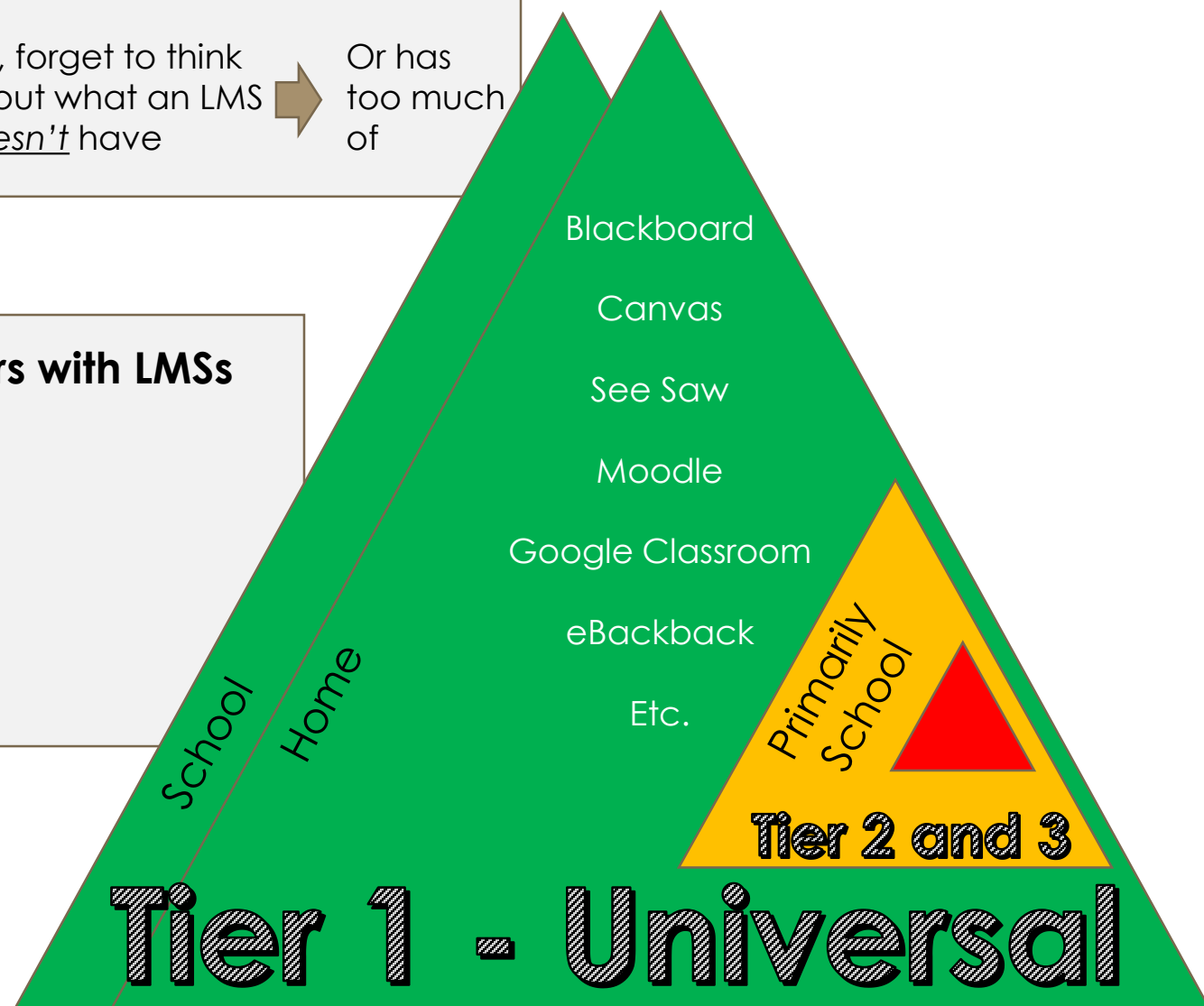- Consistent
- Responsive
- Supportive
- Guided

Virtual Classroom

Tier 1(b)

- Overwhelming
- Inconsistent
- Delayed Response
- Delayed Support
- Independent

We want to make Tier 1(b) look as much like Tier 1(a) as possible

Who are our kids that are going to struggle in this environment, before the learning even starts?

Poor work initiators

Thrive on routine

Disorganized

Struggling readers

Easily overwhelmed

Social Butterflies

Low self-efficacy

Emotionally fragile
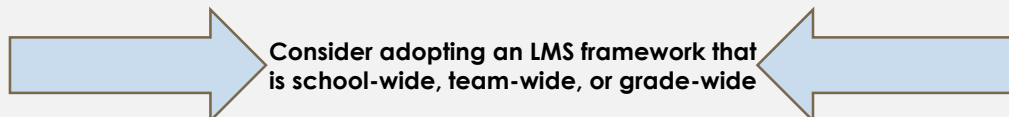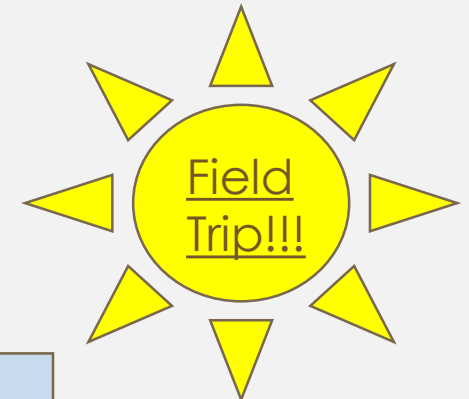
Challenging home life

Whom else?

Maine
Department of
Education

Tier 1(b) Setting up your LMS "on a curve"

Design your virtual classroom with the hardest to reach in mind… the rest will follow.

1.   The title of the classroom should contain
     1.   Name of the class
     2.   Name of the teacher
     3.   Block or period (if applicable)

2. Avoid using "streams" or other announcement-like spaces. Save these for High Importance announcements, emergencies, etc.

3. Set classes up by date, not by topic whenever possible

4. Every material a student needs should be contained in one lesson (reduce clicking around to find things)

5. Teams of teachers/grade levels should set up their classes the same way

6. Utilize your camera to build community

7. Minimize small black text on bright white backgrounds

8. Include a check list, agenda, or "to do" list with each lesson

9. Integrate PBIS elements - make them explicit and easy to use/manage

10. Encourage parent participation in the LMS – Reduces email

11. Include specialists in LMS design whenever possible

Field Trip!!!

Consider adopting an LMS framework that is school-wide, team-wide, or grade-wide

Perspectives and Resources

Data

Quantify yo...

What d...
could c...
engage...
a hybri...
the dat...

Rem...

Grade
5
6
7

friendly contest, or group reward for reaching goals

Where is the ...%?

...want
...o) to
...ed in
...you
...e at
...mote
...etion.

...5%

...hall
...hool,
...o get
...al

building, etc.

Data Analysis
- What does the data show you?
- Are there things that stick out? Trends? Patterns?

Decision Rules
- How will you track progress?
- How long will you try new approaches before you modify the approach or try something new?

Prevention and Matching
- Like you would do in school, focus on prevention first, then intentionally match an intervention that best fits the source of the problems identified in the data analysis

Maine Department of Education

Perspectives and Resources

Look for a variety of ways to incorporate families into your engagement and accountability plan

Tier 1(b)

- The Google Classroom example demonstrated both one way and two way engagement opportunities: The family letter, and the lesson survey.

- Let them know how they can help their child succeed – be specific.

Prioritizing
"When time or effort has run out, these are the most important parts. . ."

Tiers 2, 3

- Scheduled conferences

- Individual plans/contracts

- Daily logs

Maine
Department of
Education

Perspectives and Resources

Reflection Point

- Does the school use a consistent framework for setting up LMSs?

- Were children given an opportunity to share their voice?

- Were children given direct instruction in the LMS? (even retrospectively)

- Were parents given direct instruction on how to function in the LMS?

- Was enough time spent building relationships?
    - Teacher to Student
    - Student to Student
    - Student to Teacher
    - Teacher to Parent

The Problem-Solving Cycle

1. Define the problem
2. Brainstorm Solutions
3. Pick a Solution
4. Implement the Solution
5. Review the Results

Perspectives and Resources

Some resources that may help with hybrid engagement, accountability, and motivation

5 Helpful student engagement strategies

Remote learning & PBIS Resource Roundup

Motivating students during remote learning

Holding ALL students accountable to the learning when you're teaching *and learning* remotely

Fostering accountability in blended learning

How to flip your classroom

(Reimaging resilient pedagogy Scroll to the What is Resilient Pedagogy? Segment)

Flexible, resilient pedagogy: How to plan activities that work for in-person, remote, and hybrid instruction

All the best teaching solutions for 2020

7 ways to hold online students accountable

How to choose words that motivate students

Maine
Department of
Education

Wrap Up

WRAP UP
Action Plan

"A goal is a dream with a deadline"

10 minutes

What's next?

The Problem-Solving Cycle

Action Plan			
Student engagement, accountability, and motivation in a hybrid model			
Goal:			
Data-based action steps: Describe the steps you will take to reach your goal			
Action	Target	Timeline	Responsibility

Ensuring Equity	Economically Disadvantaged	Foster and/or Homeless
What supplemental action steps will be implemented for these subgroups to ensure equity?		
	English Learners	Migrant Students
	Race/Ethnicity/Minority	Students with Disabilities

Maine
Department of
Education

Voices from the field
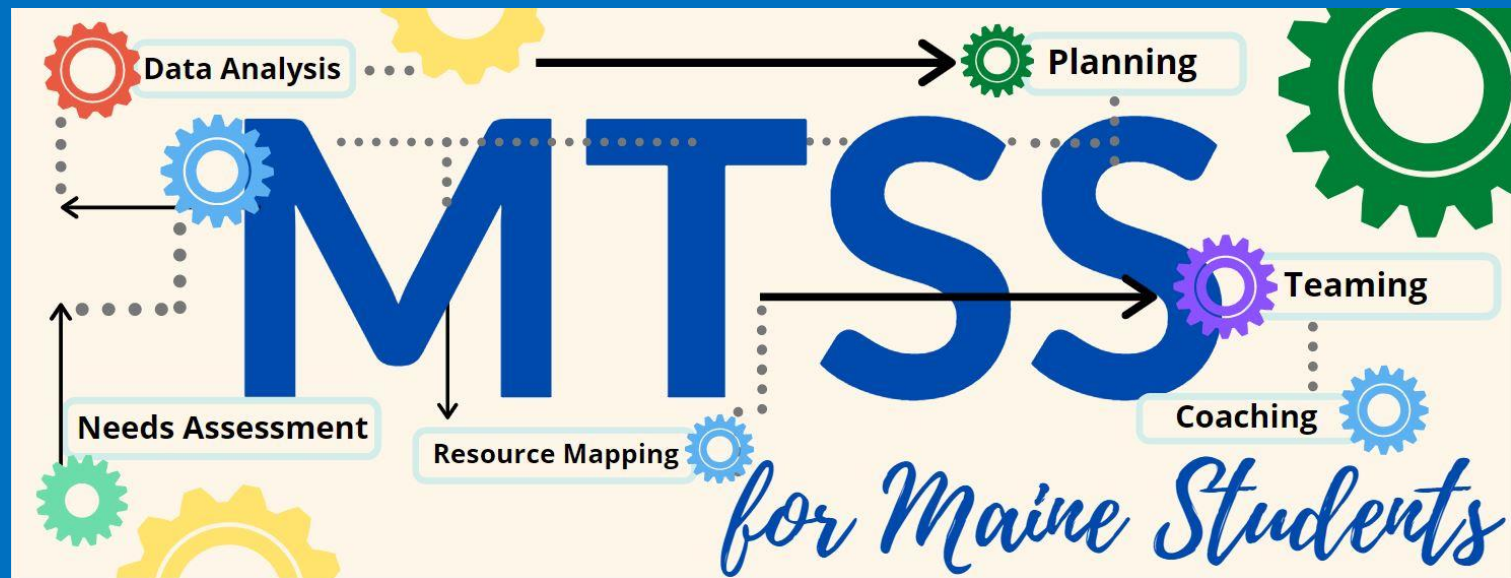
Thank you

Jeanne Demers of RSU 14

for submitting today's topic

for discussion.

Submit a topic for future sessions →

https://forms.office.com/Pages/ResponsePage.aspx?id=q6g_QX0gYkubzeoaj y-GTmLEHGKCJotFtl6M_6FiSKdUMlpLWVdLUDJIMzRISlozT05GT0FDWjQxMy4u

Maine
Department of
Education