

MTSS Micro PD and Open Discussion

November 5, 2020 2:30-3:30pm

School and family partnerships in the remote setting

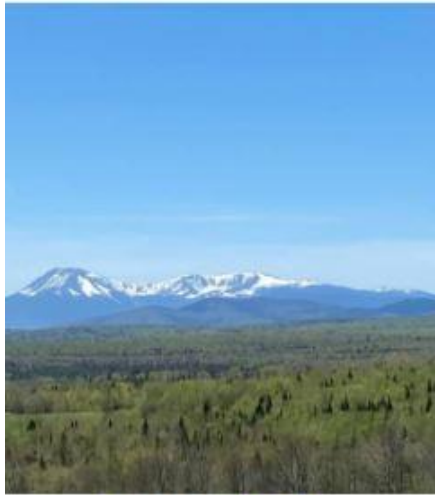
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MicroPD Framework

SCHOOL AND FAMILY PARTNERSHIPS IN THE REMOTE SETTING

CHALLENGE: ADDRESSING CHALLENGES IN THE REMOTE LEARNING SETTING



EXPLORATION

The Back to the Future Effect

Changing perspectives

Assess the challenge

15 minutes



PERSPECTIVES AND RESOURCES

Review: Connect the dots

Building the Bridge

Reflection Point

15 minutes



WRAP UP

Action Plan

"A goal
is a dream
with a deadline"

20 minutes

Open Discussion: Voices from the Field

10 minutes

Exploration

Data-informed decision-making

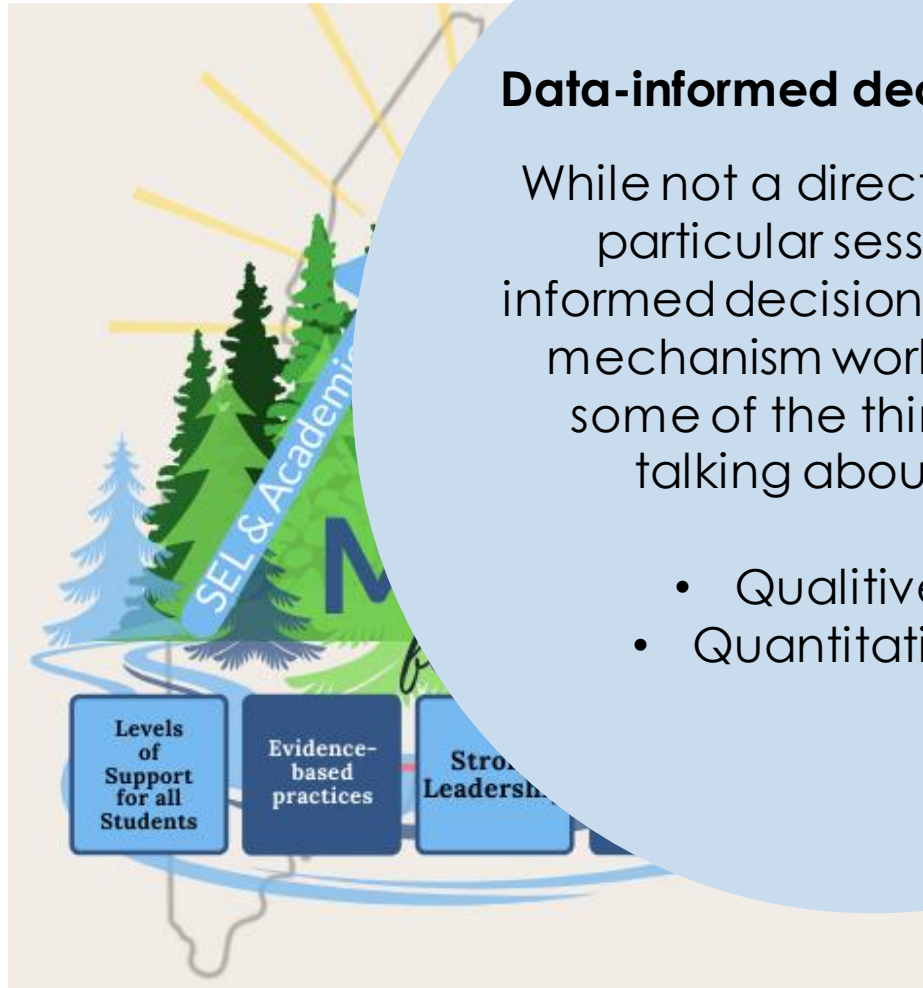
While not a direct focus of this particular session, data-informed decision making is the mechanism working behind some of the things we are talking about today.

- Qualitative data
- Quantitative data

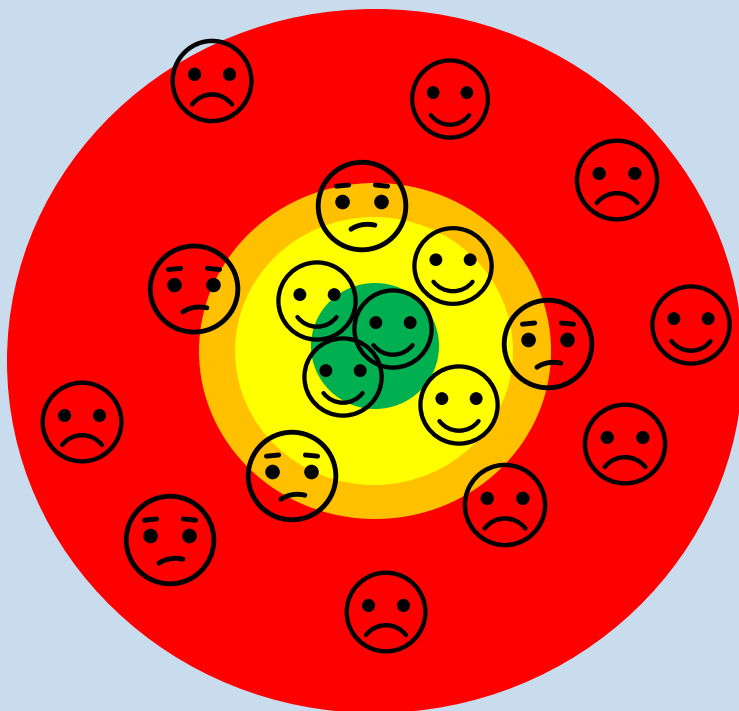
MicroPD is the ing MTSS nents

support for all

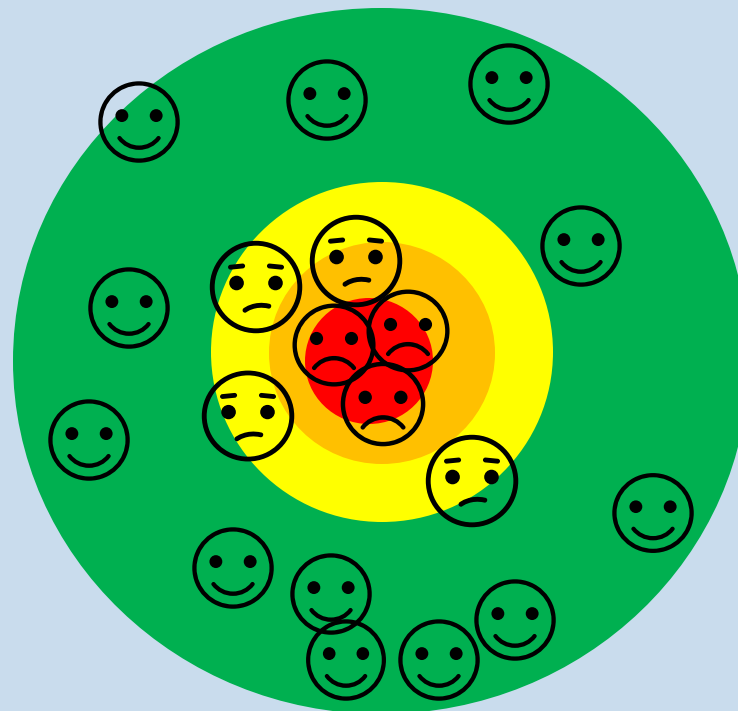
ool and family
partnerships



Tier 1 (B)



Tier 1 (A)



What do these graphics make you think about?

Have you seen this happening in your school?

Assess the Challenge

What is the overarching need?


Potential Barrier #1	
Potential Barrier #2	
Potential Barrier #3	
Potential Barrier #4	

Goal:

Review

MicroPD Framework

STUDENT ENGAGEMENT IN A HYBRID MODEL
CHALLENGE: SUPPORTING STUDENTS ON THEIR REMOTE DAYS

		
EXPLORATION <i>Engagement</i> <i>Accountability</i> <i>Assess the challenge</i>	PERSPECTIVES AND RESOURCES <i>Integrating MTSS into hybrid learning models</i> <i>Links to Support</i>	WRAP UP <i>Action Plan</i> <i>"A goal is a dream with a deadline"</i>
10 minutes	10 minutes	10 minutes

Open Discussion: Voices from the Field 30 minutes

Exploration

Problem Solving Model

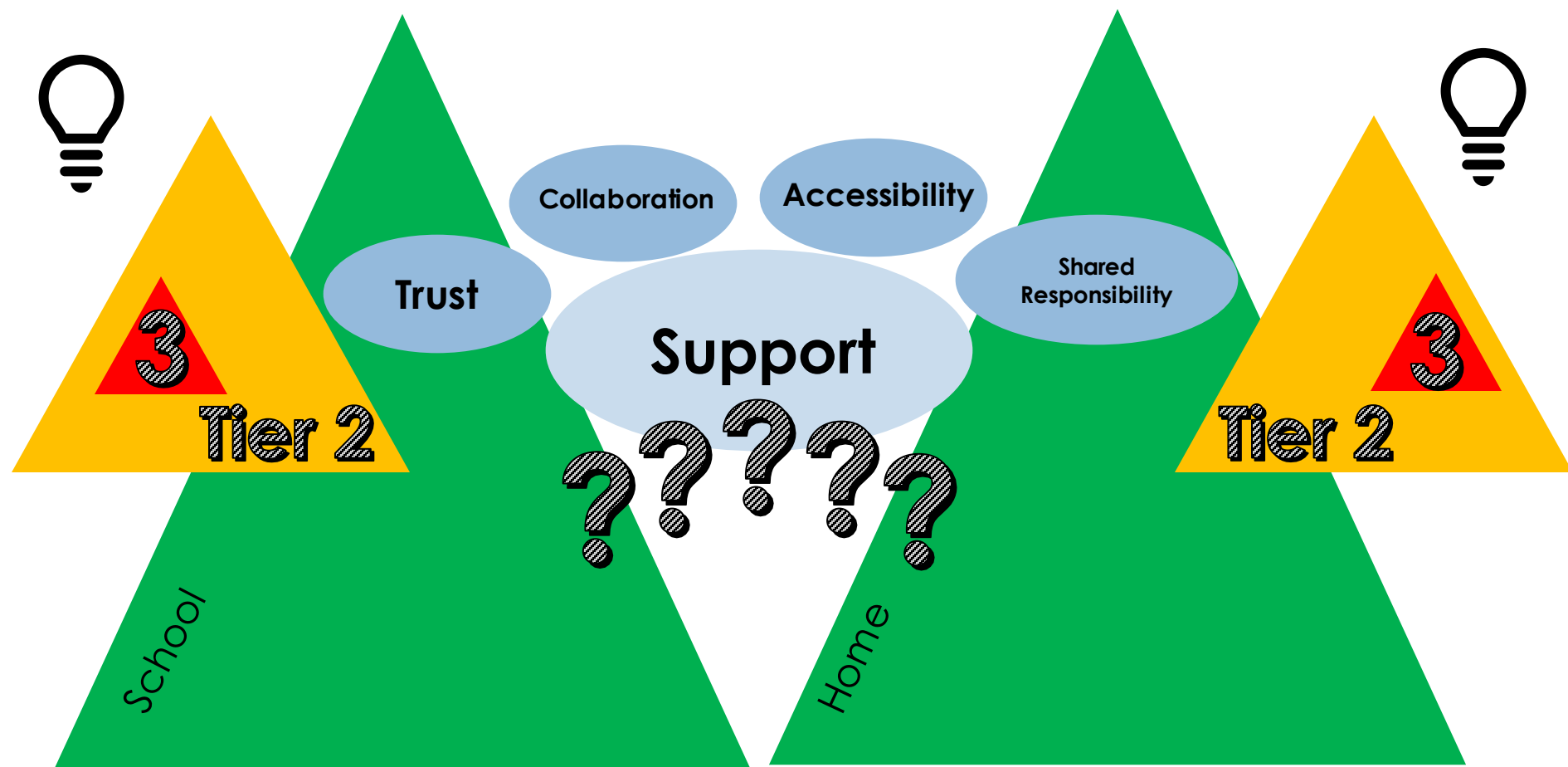


Implementation Framework

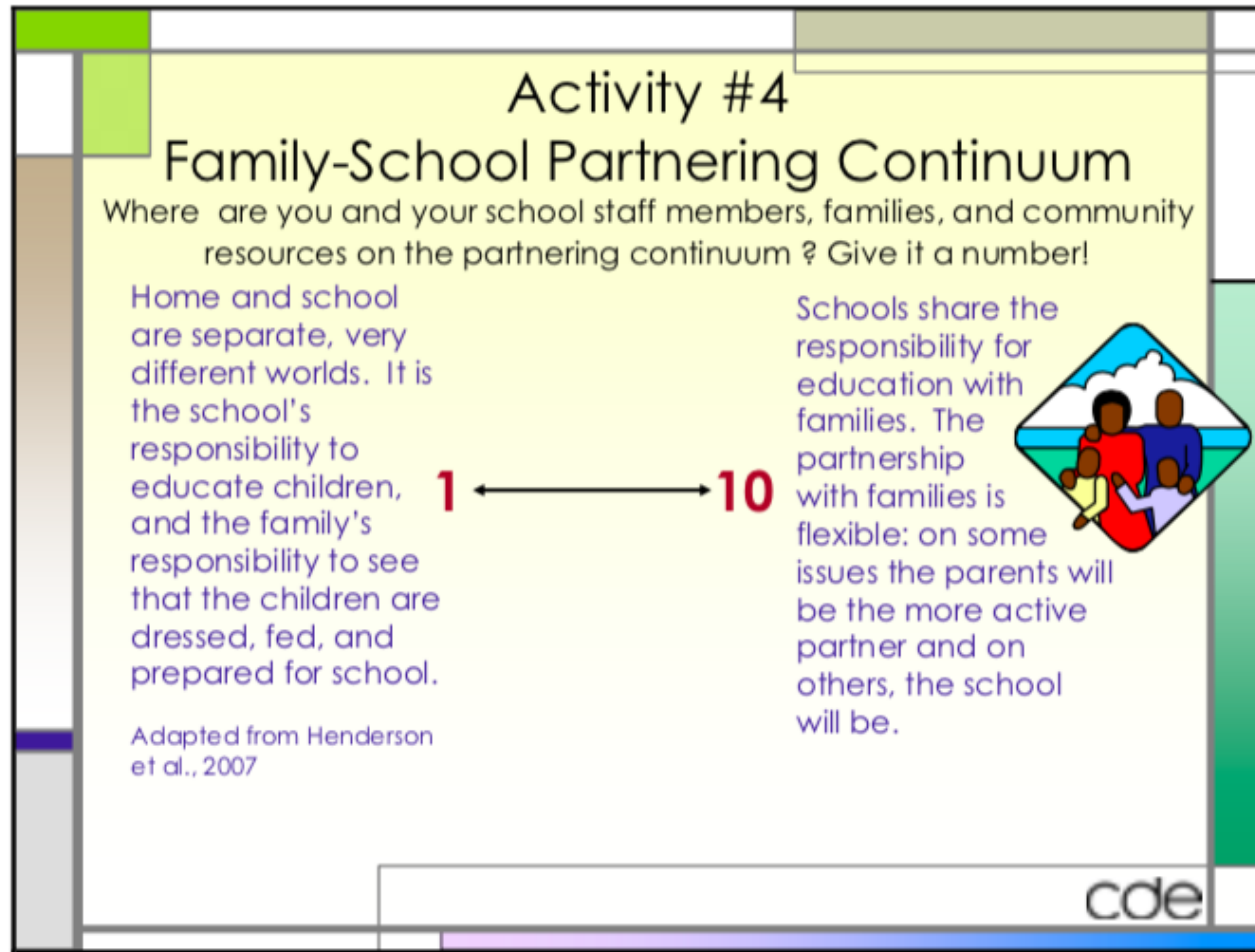
Perspectives and Resources

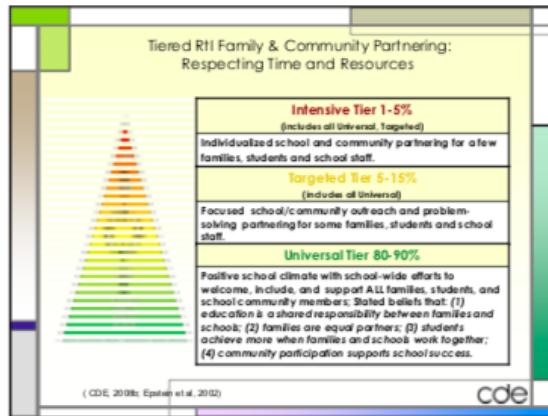


Building the Bridge



Engagement vs. Partnerships






Key Points:

- Family-school-community partnering in tiers aligns time & resources effectively; responsibilities & expertise can be utilized according to need.
- Each tier includes previous one, but provides additional support or focus.
- Partnering may be different across time or situation for any stakeholder as circumstances & expectations change.
- Universal Tier similar to core curriculum: more consistently & broadly implemented the more effective it will be.
- Can be applied to entire districts, communities, sites, classrooms, &/or special programs.
 - Data** used as guidelines in any setting in thinking through time & resources in each situation.

Incorporating Remote Days into the Multi-tiered System

Tiered RtI Family & Community Partnering Checklist 	
Intensive Tier - A FEW Families/Staff	
<input type="checkbox"/> Individualize family-school partnering plans when needed (Examples: home visits, daily communication)	
<input type="checkbox"/> Provide school, family, and community wraparound when needed.	
<input type="checkbox"/> Provide conflict resolution support and process when needed.	
Targeted Tier - SOME Families/Staff	
<input type="checkbox"/> Designate people and process to reach out individually to encourage families and staff who may be hesitant or uncomfortable.	
<input type="checkbox"/> Include families as equal partners throughout the RtI Problem-Solving Process; provide support and information.	
<input type="checkbox"/> Support teachers and families in mutually developing and implementing individual student plans; coordinate interventions between home and family. (Examples: ALP, IEP, BIP, ILP)	
<input type="checkbox"/> Provide support/education groups and targeted resources for families and/or teachers.	
<input type="checkbox"/> Link with community resources.	
Universal Tier - ALL Families/Staff	
SCHOOL	
<input type="checkbox"/> Communicate beliefs: 1. Education is a shared responsibility between home and school; (2) Families are equal partners; (3) Students achieve more when families and schools work together; (4) Community participation supports school success.	
<input type="checkbox"/> Share RtI process with all staff, family, and community resources.	
<input type="checkbox"/> Create caring, culturally responsive climate for all families; provide culture and language liaisons. (family volunteers)	
<input type="checkbox"/> Provide parenting education, "learning at home", and volunteer opportunities; contact families personally whenever possible. (Example: family to family)	
<input type="checkbox"/> Make school and classroom visiting available.	
<input type="checkbox"/> Involve families in school decision-making.	
CLASSROOM	
<input type="checkbox"/> Contact every family to create ongoing, two-way communication.	
<input type="checkbox"/> Ensure each family, including students, understands school/class rules and homework expectations.	
<input type="checkbox"/> Plan and explain how families and teachers will partner if a student struggles.	
<input type="checkbox"/> Tell students that school and home are working together to support their success.	

(adapted from CDE, 2008b; Epstein et al, 2002)

Perspectives and Resources

Resource: <http://efpractice.com>

REMOTE GOAL SHEET

WHAT I DO WELL

WHAT I NEED HELP WITH

WHAT I HOPE FOR

MY GOAL

REMOTE GOAL SHEET

WHAT I DO WELL

Math
Science Projects
Sharing my knowledge
Know how to get into my on-line classes

WHAT I NEED HELP WITH

Organize my materials
Time management

WHAT I HOPE FOR

I get to work with friends in class
Play online learning games

MY GOAL

I will have my assignments passed in on time.
I will participate in class.

Perspectives and Resources

REMOTE LEARNING CONTRACT

AS A LEARNER, I WILL

AS A TEACHER, I WILL

AS A PARENT, I WILL

BY SIGNING THIS CONTRACT, I WILL TRY MY BEST TO FOLLOW THEM AND ACCEPT RESPONSIBILITY FOR MY ACTIONS

Student:
Teacher:
Parent:

REMOTE LEARNING CONTRACT

AS A LEARNER, I WILL

Be on time for class
Be prepared for class (technology)
Ask for help when needed
Stay on task
Turn in assignments on time
Use technology safely and appropriately

AS A TEACHER, I WILL

Provide weekly announcements
Provide daily schedule and objectives for the lesson
Keep personal information private
Be available for support after class

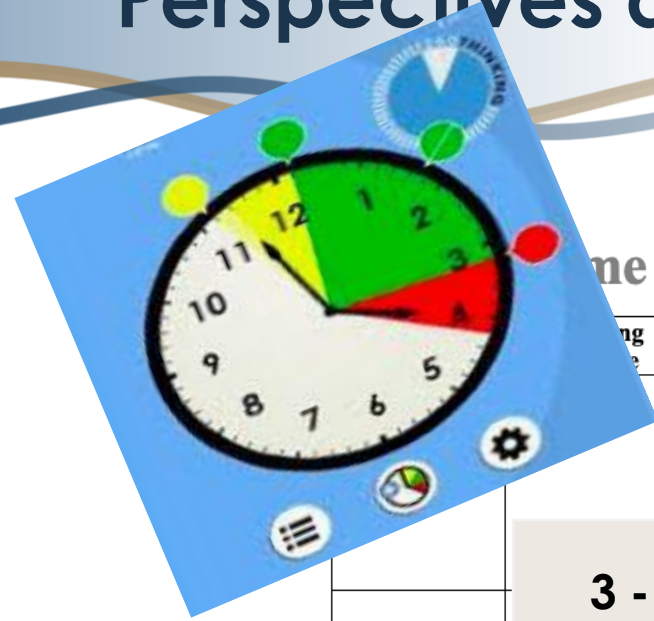
AS A PARENT, I WILL

Check in weekly with teacher
Provide structure, quiet work area at home
Encourage my child

BY SIGNING THIS CONTRACT, I WILL TRY MY BEST TO FOLLOW THEM AND ACCEPT RESPONSIBILITY FOR MY ACTIONS

Student:
Teacher:
Parent:
Date:

Perspectives and Resources



Home & School Expectations

School Work	Free Time Outside Play
<ul style="list-style-type: none"> Keep hands and feet to yourself at all times. Ask for help when you need it. Use materials 	<ul style="list-style-type: none"> Hands are for Helping Ask for permission



3 - 2 - 1 Reflection

3 Things that are easy about remote learning

2 Things that are hard about remote learning

1 One thing I wish. . .



Responsible



Respectful

Ask permission Use appropriate language Set and follow timer End when asked	<ul style="list-style-type: none"> Follow routines Ask for help 	Ok Need to Try Harder	
Listen to others Always use kind words. Care about other's feelings	<ul style="list-style-type: none"> Say Good Night! Be friendly and helpful. Look at a book 	Great! Good! Ok Need to Try Harder	



EARN YOUR WINGS

Perspectives and Resources

Help Keep Our Remote Class A SAFE Place to Learn By Being RESPECTFUL and RESPONSIBLE

Expectations (Rules):

- | | |
|----------------|----|
| BE SAFE | 1. |
| BE RESPONSIBLE | 2. |
| | 3. |
| BE RESPECTFUL | 4. |
| | 5. |

Positives (Encouragement):

- 1.
- 2.
- 3.
- 4.
- 5.

Consequences (Enforcement):

- 1.
- 2.
- 3.
- 4.
- 5.

Resource:

https://www.pbisrewards.com/blog/pbis-incentives-distance-learning/?utm_source=ebook&utm_medium=pdf&utm_content=incentive_list&utm_campaign=distance_learning_ebook

Perspectives and Resources

Help Keep Our Remote Class A SAFE Place to Learn By Being RESPECTFUL and RESPONSIBLE

Expectations (Rules):



BE SAFE

1. Use materials and technology appropriately. |



BE RESPONSIBLE

2. Listen & follow directions the first time.

3. Be a problem solver when completing assignment



BE RESPECTFUL

4. Be on time for video lessons.

5. Be patient

Positives (Encouragement):

1. Verbal Recognition
2. Class Earned Privilege/Dojo points
3. Individual Earned Privilege
4. Positive Home Communication
5. Virtual Field Trip

Consequences (Enforcement):

1. Reminder
2. Loss/No earned Dojo point
3. Stop and Think Reflection Sheet
4. After class meeting with teacher
5. Behavior Referral Form/Parent Contact

Wrap Up



WRAP UP

Action Plan

"A goal
is a dream
with a deadline"

20 minutes

How will you take action?



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

What supplemental
action
steps will be
implemented
for these subgroups to
ensure equity?

Economically Disadvantaged

Foster and/or Homeless

English Learners

Migrant Students

Race/Ethnicity/Minority

Students with Disabilities

Open Discussion

Voices from the Field



Thank you

Lisa Backman and Cathy Gordon
for inspiring today's topic for
discussion.

Submit a topic for future sessions

https://forms.office.com/Pages/ResponsePage.aspx?id=q6g_QX0gYkubzeoqjy-GTmLEHGKCJotFtl6M_6FiSKdUMlpLWVdLUDJIMzRISlozT05GT0FDWjQxMy4u