ONLINE LEARNING SERIES:
STUDENT-CENTERED COVID RECOVERY

the ability challenge

Session Agenda

Goal: Participants will have essential information about resources available for recovery planning with a focus on diverse learners

1.	**Background**
	Why Did We Create this Series?

2.	**High-Level Overview**
	What topics are covered in the Learning Series?

3.	**Self-Paced Series**
	How does one access the online learning series?

4.	**Discussion**
	How can we push each other's thinking about planning with equity?

Background

Why Did We Create this Series?

Why create this learning series?

- Memorialize our work
  - The Ability Challenge (ABC), in partnership with OSSE and a number of DC schools, ran a Community of Practice focused on improving special education during continuous education.
  - It was a hard year. Let's recognize and learn.

- Streamline and curate information
  - After conducting a gap analysis, we learned that educators don't need **more** information. Rather, the COP's value add was in curating the resources and supporting schools to make sense of what will work with them.

- Keep specialized instruction at the forefront of accelerated learning practices
  - Capacity for leading and delivering specialized instruction was an area of need prior to COVID and will remain one post-COVID. As the COP's focus, we wanted to continue elevating the importance of "specialization" going forward, especially as it relates to recovery and learning acceleration.

Learning Series Objectives

SERIES ONE: Planning

Upon completing this series,educators will be able to:

- Understand the role of specialized instruction in COVID recovery;

- Identify top specialized instruction priorities around which recovery can be planned; and

- Articulate outcomes sought for individual students with disabilities during the recovery process.

SERIES TWO: Managing

Upon completing this series,educators will be able to:

- Plan for discrete cycles of improvement by identifying a problem, selecting a solution, and making a plan for implementation;

- Anticipate and overcome potential obstacles that may occur for your planned improvement; and

- Reflect on improvement data to adjust implementation to create a continuous improvement cycle.

the ability challenge

How can you use the Learning Series?

- ==Review and Familiarize Yourself with the Concepts==
  - Two modules, each with four topics containing video content and examples
  - Tools and resources for more learning are also linked

- ==Use Module(s) to Plan an Initiative==
  - Designed to run between 60 to 90 minutes in their entirety, each module is sequenced with activities to walk leaders through planning improvements related to special education and/or COVID recovery

- ==Share Short Excerpts with Leadership Team as the Year Progresses==
  - Each video is around 5 minutes long and can be used independently to focus learning in bite-sized micro-lessons
  - Activities can be used during team meetings or other professional development opportunities

High-Level Overview

What topics are covered in the Learning Series?

MODULE ONE:
Planning for Accelerated Learning with Diverse Learners in Mind

Part One: Getting Oriented in School

▷ Learning: Develop an understanding of what specialized instruction is and what it is not
▷ Activity: Put it in context - Where is the school excelling? Where does the school need more support?

Part Two: COVID Recovery, Accelerated Learning, and Specialized Instruction

▷ Learning: Understanding why specialized instruction is important right now
▷ Activity: Aligning your school's recovery priorities with your vision for equity

Part Three: Identifying Specialized Instruction Priorities

▷ Learning: How research-based strategies have been shown to accelerate learning
▷ Activities: Whole school planning for accelerated learning; Communicating with families

Part Four: Translating Priorities into Student Level Outcomes

▷ Learning: Putting it all together to plan for each student
▷ Activity: Recovery planning for students

Individual Student Recovery Planning Tool - Students with Disabilities

Created for DC Special Education Continuous Learning Community of Practice

Name of student: _____   Grade level: _____   Date plan created: _____   Case manager: _____

Use this tool as a guide to plan for an individual student's interventions, instructional acceleration, and other supports related to the COVID-19 building closures. This information does not take the place of an Individualized Education Program, Section 504 Plan, or any other legally mandated document.

Instructions: Input data in the white boxes that corresponds to the blue, orange, or green boxes (where appropriate). For the COP exercise, make reasonable assumptions about the types of interventions you have at your disposal. For example, it would be reasonable to assume that any reading intervention that is commonly found in a DC school is available to you.

Subject Area	Present Levels		Intervention		Implementation	
ELA	Name of assessment used		Level of intervention needed		Length of trial	
	Description of results		Description of intervention		Data collection	
	Student/family input		Intended outcome		Plan for collaboration	
Math	Name of assessment used		Level of intervention needed		Length of trial	
	Description of results		Description of intervention		Data collection	
	Student/family		Intended outcome		Plan for	

Recovery Planning Tool - Individual Student & School Planning Worksheet

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Main Street Middle School

https://vimeo.com/560113300

MODULE TWO:
Managing Special Education Improvement

Part One: Background on Continuous Improvement (CI)

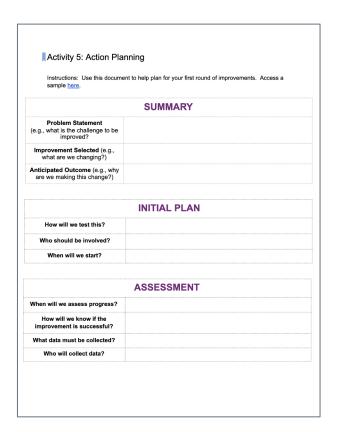▷ Learning: Six core principles of continuous improvement
▷ Activity: Thinking through the CI context

Part Two: Implementing CI at Your School

▷ Learning: Writing problem statements and creating a CI implementation team
▷ Activity: How to write a great problem statement; Identifying your team

Part Three: Picking a Solution

▷ Learning: Moving from problem to solution
▷ Activities: Using the hexagon tool to select a best-fit option

Part Four: Translating Priorities into Student Level Outcomes

▷ Learning: Developing an action plan and anticipating challenges
▷ Activity: Plan your improvement; Tipping point strategies consultancy protocol

Activity 5: Action Planning

Instructions: Use this document to help plan for your first round of improvements. Access a sample here.

SUMMARY	
Problem Statement (e.g., what is the challenge to be improved?	
Improvement Selected (e.g., what are we changing?)	
Anticipated Outcome (e.g., why are we making this change?)	

INITIAL PLAN	
How will we test this?	
Who should be involved?	
When will we start?	

ASSESSMENT	
When will we assess progress?	
How will we know if the improvement is successful?	
What data must be collected?	
Who will collect data?	

Tipping Point Consultancy Protocol

Use this handout to prepare for your consultancy and take notes about the feedback you receive.

Hurdles			
Cognitive Hurdle: How can we create a shared understanding of the problem?	Political Hurdle: Who is in the way?	Resource Hurdle: Can we tip the momentum?	Motivational Hurdle: Why do it?

Tipping Point Framework

Four hurdles stand between a leader and a tipping point	How can we get over the hurdle?	What questions should one answer to identify ways forward?
Cognitive hurdle: how can we create a shared understanding of the problem?	Provide one shared experience rather than providing 43 explanations	What shared experience can help build understanding? Have you told a compelling story with your data? Have you provided an emotional connection to the challenge or proposed solution?
Political hurdle: Who is in the way?	Remove hurdles by moving yourself or the obstacle	What does the person/group in the way need? Is there a way to move around the issue?
Resource hurdle: can we tip the momentum?	Sidestep constraints by using what you have	How can you reallocate resources? How can you reduce the need by changing scope?
Motivational hurdle: why do it?	Shrink the change or reframe the ask	Have you properly defined the challenge? The win? Can you ask less for now? Break it into steps?

Recovery Planning Tools - Action Plan & Consultancy Protocol

Self-Paced Series

How does one access the online series?

"

www.theabilitychallenge.org/products/learning-series

Series Goals

Clickable "accordion" for each part

Part One: Getting Oriented in School

VIDEO ONE: INTRODUCTION TO THE SERIES

Click play to watch the video below.

Getting Oriented in School

PART ONE

04:06

VIDEO TWO: DEFINING SPECIALIZED INSTRUCTION

Click play to watch the video below.

Defining Specialized Instruction

Video "Micro-Lessons"

EdResearch for Recovery, SCHOOL PRACTICES TO ADDRESS STUDENT LEARNING LOSS, June 2020, Retrieved from: https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_1.pdf.

ACTIVITY: RECOVERY PLANNING APPROACH

Follow the instructions below to complete the activity in teams or on your own.

- Using this tool or other matrix, map out the screeners/diagnostics your school will use to understand how your students are performing. This may include assessments delivered in summer or fall 2021 and/or information gathered during the 2020-21 school year. Resources for identifying screeners:
  - NCLD
  - OSSE High-Dosage Tutoring
  - PA Resource

Resources for identifying accelerated learning approaches/interventions:

  - Annenberg
  - OSSE High-Dosage Tutoring
  - Transcend High Dosage Tutoring
  - ERS 5 Power Strategies
  - TNTP

Discuss with your peers and jot down thoughts on this note catcher:

- What tools will we use to understand where our students are performing?
- What strategies will we use to accelerate learning?
- How will we use data-informed decision-making throughout our accelerated learning implementation?
- What implications do these tools and strategies have for students with disabilities? How will we plan accordingly?
- What other considerations arise as we complete this planning activity?

LEA Instructional Recovery Planning Tool

Created for DC Special Education Continuous Learning Community of Practice

Use this tool to create a "menu" of interventions and supports that your school plans to use for instructional recovery during COVID-19. This list is not meant to be exhaustive, and should a student need additional supports, reasonable efforts should be made to acquire them.

Subject Area	Benchmarking		Approach to Accelerated Learning			
	Assessments Available	Tier 1 Supports Available	Tier 2/3 Supports Available	Data Collection Tools Available	Training/ Resources Needed	
ELA						
Math						
Behavioral						
Other						
Other						

Team (or Individual) Activities

Links to Curated Resources

Selected Templates and Note Catchers

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Discussion

How can we push each other's thinking about planning with equity?

Questions? Ideas?

- What resonates most for you from this set of resources?

- How might you use these tools?

- What specific accelerated instruction questions are you dealing with right now?