



High Leverage Practice for Supporting ALL Learners

Part 1: Collaboration

2019 | Division of Teaching and Learning



High-leverage Practice Series Overview



Objectives for the Series

This training series will provide LEAs with support to develop capacity among all educators serving students with disabilities to implement evidence-based, high-leverage practices that correlate with improved academic and social-emotional outcomes for all learners, regardless of disability status.



High-leverage Practice Series Overview

Session Title	Session Date and Time	Registration Opens
Session 1: Using High-leverage Practices of Collaboration to Improve Outcomes for Students with Disabilities	Tuesday, Sept. 10, 2019 or Tuesday, Oct. 22, 2019 9:30 a.m. – 12:30 p.m.	Closed
Session 2: Implementing High-leverage Assessment Practices for Students with Disabilities	Tuesday, Nov. 19, 2019 or Tuesday, Dec. 10, 2019 9:30 a.m. – 12:30 p.m.	Now
Session 3: Using High-leverage Practices to Establish Learning Environments that Promote Success for All Students	Tuesday, Jan. 21, 2019 or Tuesday, Feb. 11, 2019 9:30 a.m. – 12:30 p.m.	December 2019
Session 4: Implementing High-leverage Instructional Practices for Students with Disabilities	Tuesday, March 17, 2019 or Tuesday, April 7, 2019 9:30 a.m. – 12:30 p.m.	February 2020



Part 1: Collaboration

In the first part of the series, participants will:

- identify the key skills and structures that support efficient, effective collaboration between general education teachers, special education teachers, paraprofessionals, and support staff.
 - apply knowledge of these skills and structures to use a sample shared problem-solving protocol to address common instructional issues.
 - discuss evidence-based principles for fostering positive relationships between educators and families.
 - work collaboratively to develop a shared resource library of effective practices for putting these principles into action through their interactions with families of SWDs.
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Part 2: Assessment

In the second part of the series, participants will:

- identify formal and informal assessment tools and strategies used to collect information on student's present levels of academic and functional performance and identify their strengths and needs for support.
 - apply knowledge of these tools and strategies to integrate assessment data to create a comprehensive learner profile.
 - identify the key elements of data-based instructional strategies
 - work collaboratively to develop a shared set of sample data-based instructional plans to address students' academic and behavioral needs.
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Part 3: Social-Emotional Learning

In the third part of the series, participants will:

- identify routines and procedures that support the development of a respectful, consistent, positive classroom environment that empowers students to take ownership of their learning.
 - identify key elements of effective social skills instruction that can be integrated into classroom routines, procedures, and delivery of content
 - apply knowledge of these routines, procedures, and approaches to social skills instruction to develop a shared library of positive, prosocial classroom systems.
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Part 4: Instruction

In the fourth part of the series, participants will:

- practice using data to identify appropriate learning goals
 - identify the key elements of specially-designed instruction
 - identify the key elements of instructional strategies that support metacognition
 - work collaboratively to develop a shared library of approaches to providing instructional scaffolds that develop students' self-efficacy and independent over time
 - work collaboratively to develop a shared library of resources that support effective use of flexible grouping strategies
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Picture This



Directions:

- Find a partner in the room
- Find a picture in your phone that makes you happy. Share your name along with a brief explanation of the photo.



Introduction to High Leverage Practices

The High Leverage Practices for Inclusive Classrooms are 22 critical practices every K–12 teacher should master and be able to demonstrate. The selected practices are used frequently in classrooms and have been shown to improve student outcomes if successfully implemented.

The HLPs are organized around four aspects of practice:

- [Collaboration](#)
- [Assessment](#)
- [Social/emotional/behavioral](#)
- [Instruction](#)



Agenda

- Collaboration with Colleagues
 - Tools for Collaboration
 - Co-teaching
 - Collaborating with Paraprofessionals
- Collaboration with Families
- Commitments and Closing



Collaborating with Colleagues

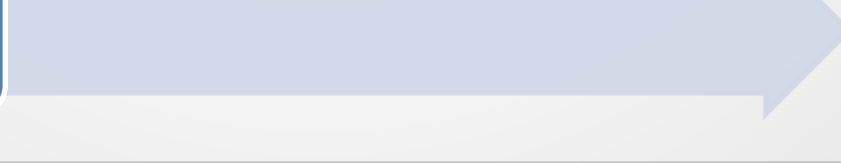
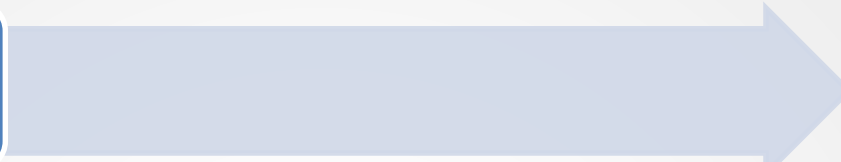


Co-teaching Challenges

Creating a special class within class by homogenously grouping lower performing students

Typcasting the co-teacher as the "expert" or "real" teacher

Co-teacher feels an unequal burden of responsibility



Collaboration is *how* professionals work together.

Benefits



- IDEA & DCMR compliance
- Positive correlation between time in Gen Ed and increased achievement

Mindsets



- Mutual goal
- Shared responsibility

Tools



- Meeting protocols
- Planning tools
- Ongoing professional development



Think-Pair-Share

What are some things you need to collaborate effectively?

What do you have to give to make that happen?





Communication Skills

- Listening
- Nonverbal communication
- Questions
- Statements
- Communication skills in action

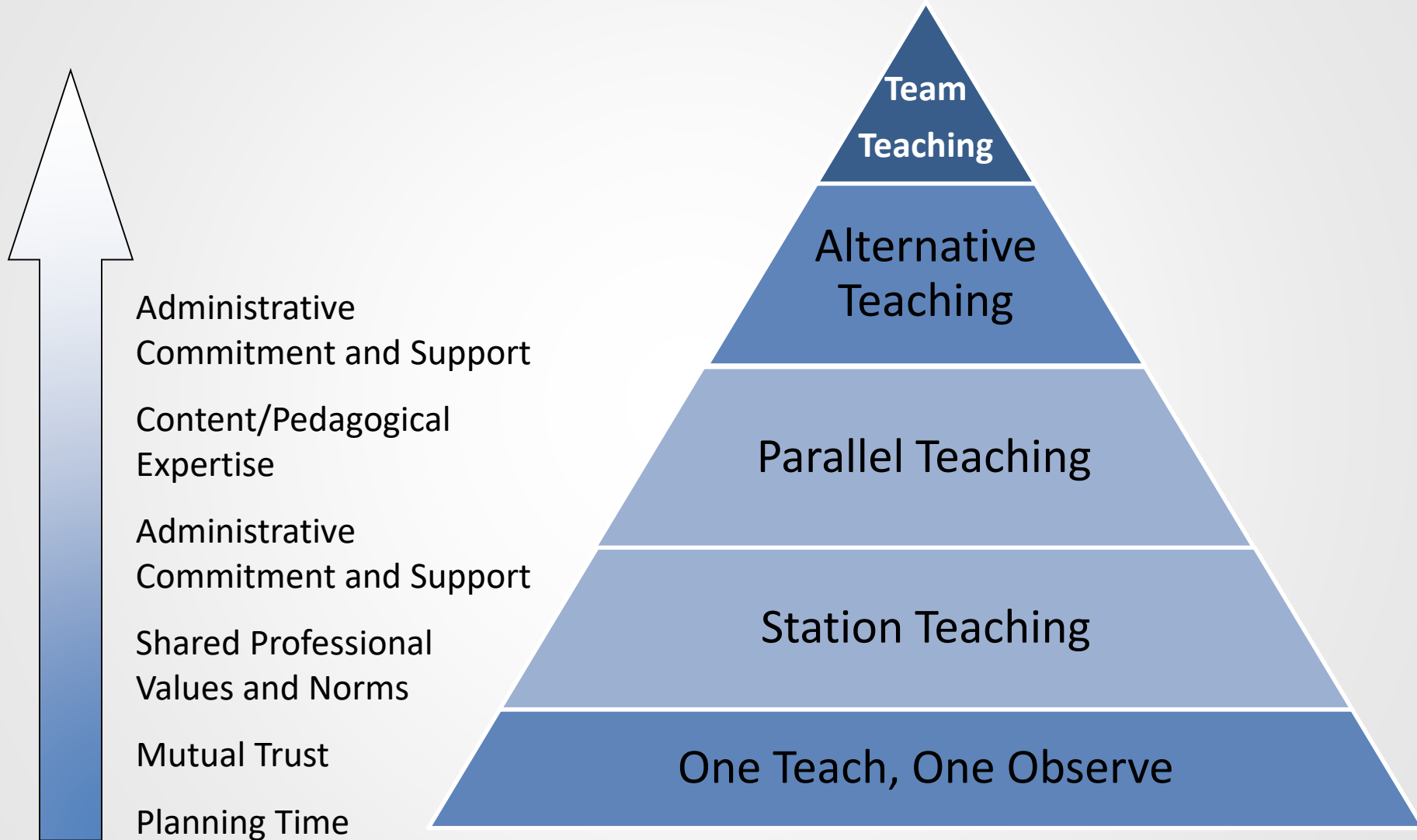
Interaction Processes

- Group problem solving





The Co-teaching Continuum





Co-teaching: Tools

Classroom Matrix

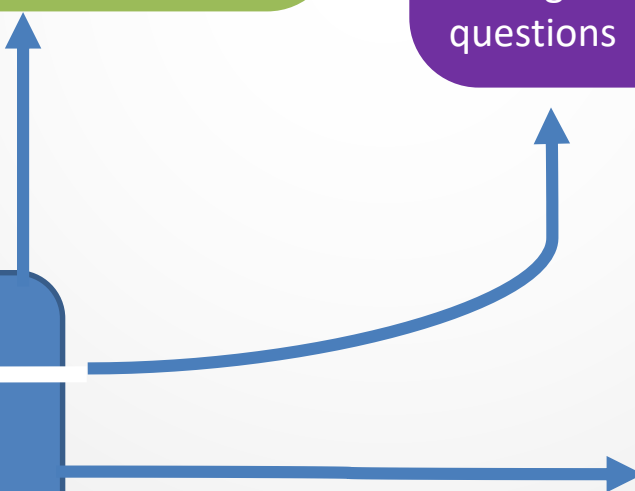
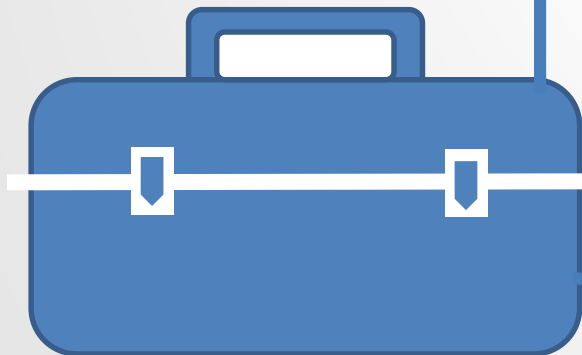
A co-created document with student accommodations and anecdotal tools to support Tier 1 instruction

Reflective Frameworks:

A tool for evaluating your co-teaching through reflective questions

Problem-Solving Protocols

Established procedures on information gathering and collaborative decision making





Group Problem Solving

- 1. Define the Problem:** Provide history relevant to the problem. Make a comparison: How are things now versus the way you would like them to be? How long has the problem existed? How frequently does it occur? Who is affected by the problem?
- 2. Determine Causes:** Look for the cause of the gap between the present (what's now) and the desired (future) state or resolution.
- 3. Develop Alternative Approaches:** Brainstorm. (Write exactly what is said. Capturing specific words can be powerful.) Make a list of as many possible solutions as you can. Do NOT judge correctness or feasibility here. Just list everything.
- 4. Assess the Consequences:** Ask what possible results may come from each alternative. Who is affected? Who pays? Are there uncontrollable challenges?
- 5. Develop Action Plans:** Identify what you want success to look like. Use the Action Planning Worksheet to choose feasible alternatives that are acceptable to the group. Note: This is where most of the work is done!



(Co)Plan for Success

Focus on Instruction

- Identify the objective(s)
- Use a UDL-based approach
- Choose the right co-teaching model(s)

Clarify Roles/ Responsibilities

- Identify necessary materials and pre-work
- Assign responsibilities
- Put it in writing

Follow Up

- Reflect on student performance
- Reflect on teacher performance
- Be open to giving and receiving feedback



What does good co-teaching look like?



What are the students doing?



What are the teachers doing?



What does the room look like?



Break!



Collaborating with Students and Their Families



The Basics

Make It Fun

- Make events fun and engaging, but be sure to maintain a focus on preparing families to meaningfully support student success. Build capacity!

Make Contact

- Establish multiple means of communication with families. ALL families.

Make It Meaningful

- Ensure reciprocity. Communication with families cannot be a one-way street. People know when you are sincere.

Make It Often

- Expect teachers to maintain ongoing, specific, positive communication with all families.



Check Your Bias

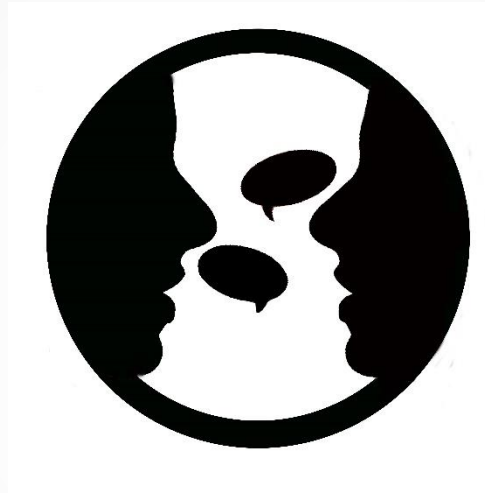
With your table group, please read the article *How Discrimination Shapes Parent-Teacher Communication* and respond to the questions below.

1. Which students' parents were contacted most frequently? Why?
2. Which students' parents were NOT often contacted? Why?
3. Have you observed similar patterns? If so, what was the impact on students?
4. In your experience, how do patterns of bias play out in racially or ethnically homogenous school settings?

What barriers might prevent families from ...



Having access to essential information?
Being aware of opportunities that might benefit their student?



Communicating their insights, concerns, and preferences to school staff?
Feeling heard and understood?

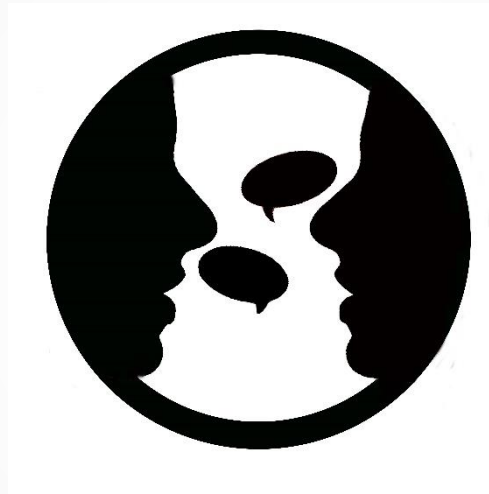


Attending Individualized Education Program (IEP) or other meetings?
Accessing school resources or attending events?
Sustaining engagement over time?

How can you ensure there are multiple ways for all families to:



Receive information?






Enjoy equity of voice
when working with
school staff?
Know they have been
heard and understood?



Sustain engagement
in the school
community?



Solution BINGO!

		Schoolwide Events and Initiatives	Sharing Student Progress with All Families	IEP Team Communication and Processes
Receiving Information 		Barrier: Solution:	Barrier: Solution:	Barrier: Solution:
Being Heard 		Barrier: Solution:	Barrier: Solution:	Barrier: Solution:
Staying Engaged 		Barrier: Solution:	Barrier: Solution:	Barrier: Solution:



To Engage Every Family, Adopt a Tiered Approach

**Family
Collaboration
Support Protocol**

Analyze family contact
data and choose a
targeted outreach
strategy

Universally-accessible, culturally-
responsive, and engaging
communication strategies, meeting
protocols, and family collaboration
events.

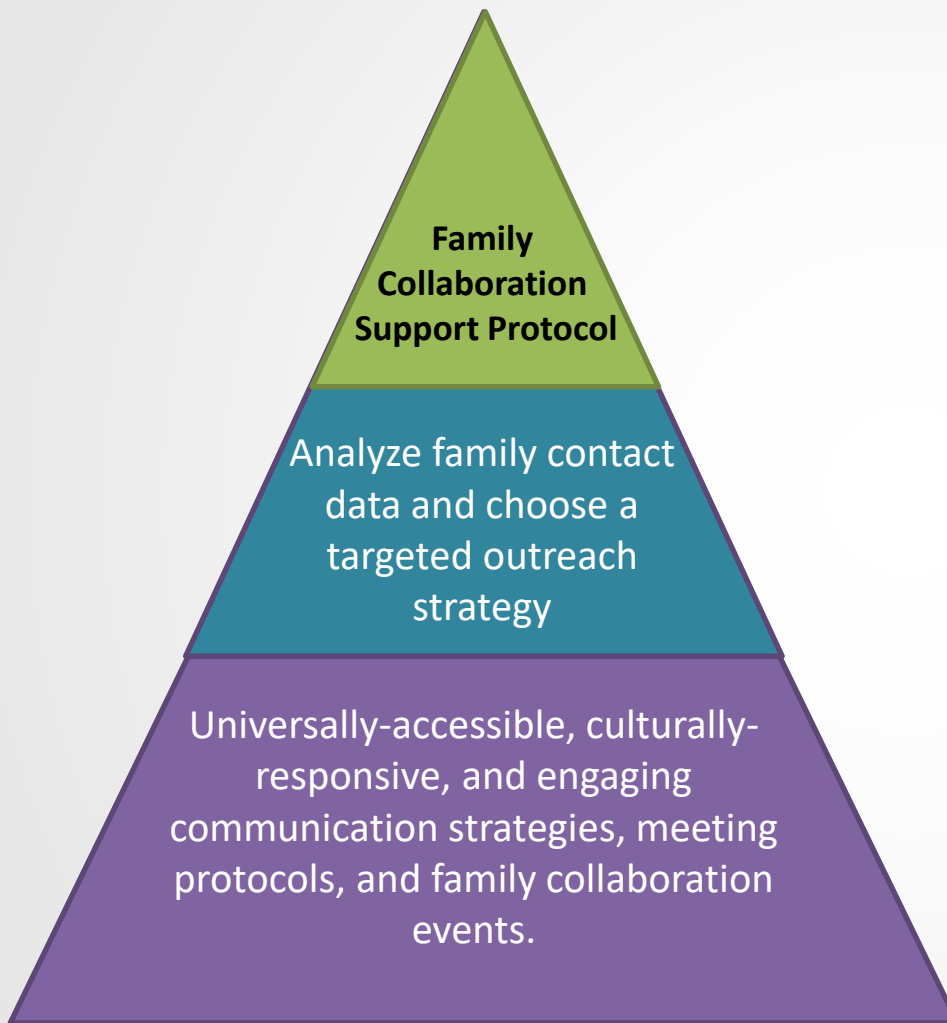
Tier 3: Engage a wider group of stakeholders to address individual needs.

Tier 2: Have the data you need to find the right solution.

Tier 1: Be proactive and preventative.



Tiered Approach to Family Engagement



What strategies can we apply to these challenges within a tiered approach?

- Problem: Parent Does Not Attend IEP Meetings
- Problem: Conflict between Teacher and Parents
- Problem: Prior School Has Broken Parent's Trust



Rethinking Family Engagement's Greatest Hits

OPTION 1: Redesign Back-to-School Night

OPTION 2: Redesign Parent-Student or Parent-Teacher Conferences

OPTION 3: Redesign the IEP Planning Process

For all options, your plan must be designed to:

- Provide parents of students with disabilities opportunities to engage with members of the IEP team and other staff while protecting confidentiality and student data
- Offer parents and students equity of voice and provide them with evidence that they have *already* been heard
- Increase school leaders' and general educators' understanding that students with disabilities are general education students first
- Change family engagement from something you offer TO or FOR families into something you do WITH families



Resource Workshop

Recall our objective:

Participants will work collaboratively to develop a shared resource library of effective practices for putting these principles into action through their interactions with families of students with disabilities (SWDs).

[Shared Resource Library](#)



Explore the resources that we have collaborated to create today.

- Which tools can support quick wins at your LEA?
- Which tools will support long-range improvements?
- What are some additional needs?



Professional Development Opportunities

The OSSE Teaching and Learning Team offers a wide variety of professional development opportunities.

Ways to stay informed:

1. LEA Look Forward Weekly Newsletter

osse.dc.gov/newsroom/newsletters

2. OSSE Events Calendar

osse.dc.gov/events



District of Columbia
Office of the State Superintendent of Education

LEA LOOK FORWARD

Oct. 26-Nov. 1, 2016

In this issue...

- [2017 DC Green Ribbon Schools Application Released](#)
- [Join RaiseDC for the Graduation Pathways Summit](#)
- [SLED Training](#)
- [Introduction to Secondary Transition for Middle Schools](#)
- [ESSA Engagement Update: Surveys and Upcoming Focus Groups](#) (webinar recap, surveys closing, and future engagement opportunities) (reminder)
- [Teacher Data Collections](#) (update and reminder)
- [Access to Emergency Epinephrine in Schools Amendment Act of 2015](#) (reminder)
- [OSSE Statewide Student Information System Lunch and Learn](#) (reminder)
- [ACCESS for ELLs Roster Preparation - Rosters Due By Nov. 22, 2016](#) (reminder)
- [LEA Institute: 'It Takes a City: Bridging LEAs to Resources for Enhanced Student Outcomes'](#) (reminder)
- [LEA Membership Tracker](#) (reminder)
- [New Release - English Learner Guidebook](#) (reminder)
- [National Student/Parent Mock Election Opportunity](#)
- [Dates to Remember](#)



Thank you!