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High Leverage Practices to Support the Needs of Diverse Learners in the Virtual Classroom

Virtual Education: Transforming Obstacles into Opportunities

Webinar Guide

Session Objectives

Identify high leverage practices to support diverse learners in the virtual classroom; and	Build capacity around observing virtual instruction and coaching to support the needs of diverse learners.

Notes:

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RESTARTING SCHOOL
REcover • REpurpose • REimagine

a guide customized for you by Insight Education Group

The last quarter of the 2019-20 school year brought school closures, loss of learning, anxiety, and amplified the inequities that exist in many school systems across the country. But the crisis of 2020 also brought an opportunity to reimagine teaching and learning and reimagine what equity looks like for students, staff, and the community. Leaders must now determine the best way by which to welcome students, families, and staff back to school in the fall. The extraordinary challenge facing education leaders in advance of the coming school year will require individual and collective effort and expertise. It is clear that instructional systems must not only be restarted, but reimagined as well. It is our hope that this report will serve as a guide and ongoing resource for your team in this important work of recovering, repurposing, and reimagining instruction.

See Inside for Your Personalized Results.

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14%
of children ages 3-18 don't have internet access at home

46%
of school districts had a written pandemic plan in 2018

50%
of the typical learning gains in math are expected this school year

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Based on your survey responses, a series of detailed RESTARTING SCHOOL instructional readiness considerations have been identified. The results have been broken up into key categories to help you identify the areas that may most need immediate attention in your context.

Below you will see a snapshot of your results for each category. Subsequent pages of this report provide detailed considerations, resources, and next steps. GREEN scores indicate that you are likely well-prepared in that category, YELLOW indicates that you've likely started thinking about it, and ORANGE indicates that the category likely needs attention.

As you review your report, know that your colleagues at Insight Education Group are ready to help. Contact us for technical assistance and/or to serve as a thought-partner.

- Leading for Change
- Assessment
- Curriculum
- Teaching and Learning
- Whole Child Support
- Professional Development

Within each instructional category listed above, survey questions were included to assess your readiness to address the EQUITY challenges embedded throughout the RESTART process. A snapshot of your results are shown here. See page __ for detailed considerations and recommendations.

Leading for Change

Schools and districts are facing challenges they have never faced before. Our entire paradigm for education is changing and many unknowns still remain. In times such as these, skillful leadership is critical. A leader must lead high functioning teams, communicate frequently and effectively, solve problems, be empathetic, practice self-care, and keep the team motivated all at the same time. This type of leadership is no easy feat, especially in crises, but such leadership is critical to overcoming unprecedented challenges. Adaptive leaders with a clear vision for moving forward have never been more important than now.

Readiness Snapshot

What Experts Say

- Real leaders are not born; the ability to help others triumph over adversity is not written into their genetic code. They are instead made. Read more about how 'Real Leaders are Forged in Crisis.'
- Good communication lets people know what they should do, how they can protect themselves and others, and helps them balance their fears with concrete information they can use. To ensure good communication, consider these 5 Lessons for Communicating about Coronavirus.
- When a crisis hits, the places where things could be done differently become glaringly obvious. All of a sudden, opportunities for innovation are staring us in the face.

Considerations & Recommendations

1. Balance your response to the crisis with a vision that acknowledges the realities of the challenges with credible hope.
2. Develop a plan in the event COVID-19 resurfaces.
3. Pivot to new systems and structures while maintaining those that are working.
4. Reactivate your team with renewed roles and purpose.
5. Keep your finger on the pulse of your people's energy and emotions and respond as needed.
6. Develop a plan and process for regular communication that provides a unified message and counters myth and misinformation with facts and concrete action steps.
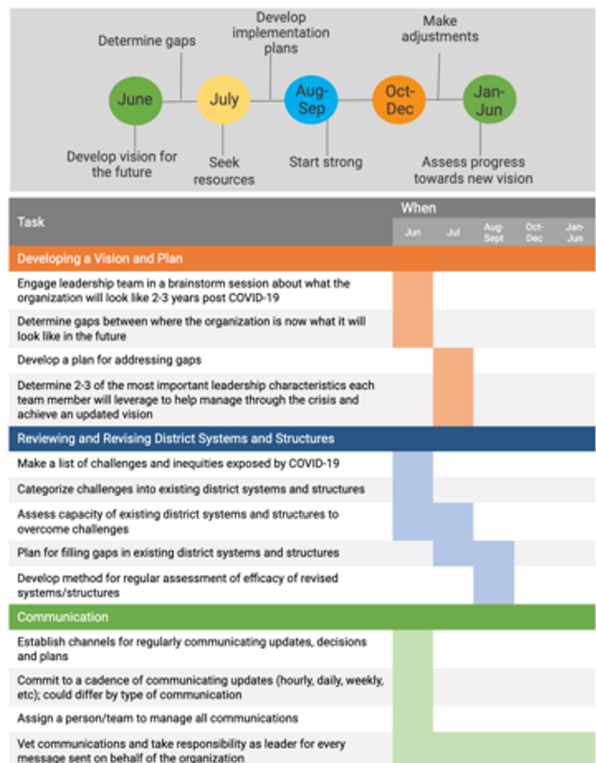
Resources That May Help

The Return
Chiefs for Change and Johns Hopkins University created this concise yet comprehensive report to address key components of reopening schools.

Root Cause Analysis
This technique is used to explore the cause-and-effect relationships of a problem by repeating the question "Why?" Each answer forms the basis of the next question.

TRACTION
This playbook is full of strategies and protocols that can be used to improve or solidify existing leadership systems and structures at all levels in the organization.

Crisis Communication
This article outlines four strategies by which education leaders can effectively communicate with stakeholders in times of crisis.

To access your own individualized **Restarting School** Guide, please visit:

https://www.insighteducationgroup.com/en/restarting-school-readiness-survey

Suggested Implementation Plan

- Determine gaps — June — Develop vision for the future
- Develop implementation plans — July — Seek resources
- Make adjustments — Aug-Sep — Start strong
- Oct-Dec
- Jan-Jun — Assess progress towards new vision

Task	When				
	Jun	Jul	Aug-Sept	Oct-Dec	Jan-Jun
Developing a Vision and Plan					
Engage leadership team in a brainstorm session about what the organization will look like 2-3 years post COVID-19					
Determine gaps between where the organization is now what it will look like in the future					
Develop a plan for addressing gaps					
Determine 2-3 of the most important leadership characteristics each team member will leverage to help manage through the crisis and achieve an updated vision					
Reviewing and Revising District Systems and Structures					
Make a list of challenges and inequities exposed by COVID-19					
Categorize challenges into existing district systems and structures					
Assess capacity of existing district systems and structures to overcome challenges					
Plan for filling gaps in existing district systems and structures					
Develop method for regular assessment of efficacy of revised systems/structures					
Communication					
Establish channels for regularly communicating updates, decisions and plans					
Commit to a cadence of communicating updates (hourly, daily, weekly, etc); could differ by type of communication					
Assign a person/team to manage all communications					
Vet communications and take responsibility as leader for every message sent on behalf of the organization					

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School/District Reopening Plan
Equity Rubric: Attending to Needs of the Most Vulnerable Populations

Developed by:

Insight EDUCATION GROUP

July 2020

Overview: This tool is designed for districts and schools to assess the quality of their reopening plans by focusing on the most vulnerable populations the organization serves. The rubric is derived from a variety of resources and research provided by The Education Trust, The Aspen Institute, Chiefs for Change, Digital Promise, and other organizations deeply engaged in equitable school reopening for all students. The rubric:

- Is **NOT** designed to answer every question and assess every aspect of an organization's reopening plan.
- **IS** designed to help analyze how reopening plans attend to equity for their most vulnerable populations.
- Is **NOT** designed to add another layer of complexity to the planning process.
- **IS** designed to help schools and districts easily surface gaps in their plans in relation to serving the most vulnerable populations.

Identification of Most Vulnerable Population. The district/school has identified the most vulnerable population it serves including low income students, students of color, English learners, students with disabilities, students experiencing homelessness, foster care students, incarcerated youth, etc.

1	2	3	4
Most vulnerable population has not been identified	Most vulnerable population has been identified	Most vulnerable population has been identified and there is an updated database and plan for continuous updating in place	Most vulnerable population has been identified, there is a regularly maintained database, and the planning process includes representatives from the most vulnerable population

Critical Supports for Most Vulnerable Students and Families. The district/school has planned to provide *meals*, a process to identify students for *IEPs* and methods for serving those who already have them, and *mental health services* to the most vulnerable students and families the organization serves.

1	2	3	4
Reopening plan does not specifically address critical supports	Reopening plan addresses critical supports for one reopening model only (e.g. moderate social distancing)	Reopening plan addresses critical supports for multiple reopening models (e.g. mild and moderate social distancing and complete virtual model)	Reopening plan addresses critical supports for multiple models and spells out contingency plans in case of COVID-19 resurgence in school, district, and/or community

Educational Services for Vulnerable Populations. The district/school has planned to assess learning loss and provide additional academic supports for their most vulnerable students to ensure equitable access to grade-level coursework.

1	2	3	4
Reopening plan does not specify academic interventions or supports for most vulnerable students	Reopening plan specifies how to assess learning loss for most vulnerable students	Reopening plan specifies how to assess learning loss for most vulnerable students and provides curricular guidance and teaching resources for principals and teachers to use with most vulnerable populations	Reopening plan specifies how to assess learning loss for most vulnerable students, provides curricular guidance and teaching resources for principals and teachers to use with most vulnerable populations, and makes all guidance and resources easily accessible to staff and families

Every student. Every classroom. Every day.

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Operations and Resources for Vulnerable Populations. The district/school has planned to operationally support the most vulnerable population and aligned adequate resources to those operations. This includes technology access, transportation, clean and socially distant facilities, PPE and safety, and athletics.			
1	**2**	**3**	**4**
Reopening plan does not specify how operations and resources will specifically serve vulnerable populations	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for one reopening model only (e.g. moderate social distancing)	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for multiple reopening models (e.g. mild and moderate social distancing and complete virtual model)	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for multiple reopening models and spells out contingency plans in case of COVID-19 resurgence

Communication with Vulnerable Populations. The district/school is prepared to regularly communicate plans for reopening with caregivers of the most vulnerable population and is prepared to communicate contingency plans.			
1	**2**	**3**	**4**
Reopening plan does not include a communication strategy or plan for most vulnerable population	Reopening plan outlines a generic communication strategy for all populations	Reopening plan outlines multi-channel, ongoing communication that is targeted to the most vulnerable population	Reopening plan outlines multi-channel, ongoing communication with the most vulnerable population and leverages community partners in the communication process

Staffing for Most Vulnerable Populations. The district/schools has planned to adequately provide staff and support that staff in their service of most vulnerable populations.			
1	**2**	**3**	**4**
Reopening plan does not include a staffing strategy nor professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy but no plans for professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy and plans for professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy and professional development for serving the most vulnerable population. All staff are clear on their roles & responsibilities

Parent/Caregiver Supports for Virtual Learning. The district/school has a specific plan for supporting parents/caregivers in their critical, and often new/unknown role as "home learning coaches" for their children. This includes how to best support a child's learning without doing the learning for them. This also includes creative systems and structures that enable parents to get back to work while feeling confident that their child is getting the support they need.			
1	**2**	**3**	**4**
Reopening plan does not include a strategy for supporting parents/caregivers	Reopening plan includes a one-time support opportunity but no sustained support for parents/caregivers	Reopening plan includes sustained support for parents/caregivers	Reopening plan includes sustained support for parents/caregivers and process for frequent feedback and revisions of support

Notes:

1. Which vulnerable populations are you serving and/or considering related to your reopening plan?

2. What gaps need to be addressed?

3. What is your plan for monitoring implementation and making course corrections as needed?

Pause & Plan: Building Equity

Take a moment to reflect on current practices on your campus: Current reality? Challenges? Opportunities?

Consider what opportunities exist to strengthen Equity and enhance diverse student learning.

How will you hold yourself accountable?

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District Learning Support Feedback Survey - Example

Distance Learning Support Questionnaire

Student Information

Student Name: _____ Date: _____ Time: _____

Educator Name and Title: _____

Grade Level: _____

Family Participants: _____

Student & Family Questions

Question #1: How is your family coping with the change? _____

Notes: _____

Question #2: Do You have access to reliable internet and devices? _____

Notes: _____

Question #3: How familiar and comfortable are you with the online tools we use for instruction? (specifically describe all platforms, applications and tools used by the school)

Notes: Enter notes

Question #3: What is your preferred method of communication? What days and times work best for your family?

Notes: Enter notes

Additional Notes

Enter Additional Notes.

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College and Career-Ready Standards for English Language Arts
RL.7.1   Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skill	Distinguished	Proficient	Basic	Unsatisfactory
Cite Evidence	Students gather multiple specific pieces of evidence from the text including direct quotes, character actions and traits, and events	Students gather multiple specific pieces of evidence from the text including direct quotes, character actions and traits, and events	Students utilize one source to collect specific pieces of evidence from the text including direct quotes	Students are referencing information from the text, but this is not a direct citation.
Develop an Inference	Students are able to draw a conclusion and use evidence support it by making a variety of literary connections including text to self, text to world, and text to text.	Students are able to draw a conclusion and support with evidence	Students are able to draw a conclusion and support with evidence either from prior knowledge or information from the text without a direct citation	Students are drawing a conclusion but are unable to support it with evidence

Notes:

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Student Needs At-A-Glance

Student Needs at a Glance			
Student Name:	John Doe	Case Manager:	Mr. Apple
Grade:	8th	Diverse Learner Classification:	OHI-Other health impairment

Strengths:	Opportunities for Growth:
Hard working Sociable Respectful to both his teachers and peers Enjoys making people laugh.	Math: Word Problems Attention to Task and Memory due to seizure disorder Re-orienting John After a Seizure Written Expression

Online Classroom Accommodations:	Testing Accommodations:
Modified grade level curriculum Small group instruction One on one remediation as needed w/ office hours Use of calculator when calculation is not the focus Directions reread and explained as needed Use of online classroom tools, reference sheets / notes, and manipulatives as needed Teacher check-ins Repeating / Rephrasing directions and information Peer buddy to check to see what he missed/needs to do Extended time Use of dictionary Use comments and conferencing throughout the writing process via google docs Graphic organizers Writing rubric to edit work Teacher modeling Exemplar models of writing Peer editing Editing checklist Positive feedback	Modified grade level curriculum Small group instruction One on one remediation as needed Use of calculator when calculation is not the focus Directions reread and explained as needed Use of classroom tools, reference sheets / notes, manipulative as needed Provide models on how to solve various types of word problems Teacher check-ins Repeating / Rephrasing directions and information Preferential seating Extended time Use of dictionary Graphic organizer

Related Services / Behavior Intervention Plan:	Need to Know:
	Reading level Z (Grade 7-12) Mom works overnight as a nurse and is often unavailable to support during typical school hours.

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High leverage Practices for Supporting Diverse Learners in the Virtual Classroom

Danielson Indicators: ☐ 3e: Demonstrating Flexibility and Responsiveness ☐ 3c: Engaging Students in Learning ☐ 2b: Establishing a Culture for Learning

The Effective Online Teacher...	Explanation	Example	Resources
Monitors and interprets learner progress, and provides reasonable additional supports to all learners, paying particular attention to learners with identified disabilities or who represent traditionally underserved groups	Online teachers discern when and how to employ alternate instructional strategies to support individual learners as identified by their learning patterns and federal, state, or local requirements.	After analyzing benchmarks, the online teacher observes that an English Language Learner (ELL) isn't making adequate progress and that unfamiliarity with English is the reason. The online teacher then provides additional support using strategies that are effective for English Language Learners.	• Virtual platform (i.e. Zoom) for Small Group Instruction • English Media Lab • Starfall
Communicates with appropriate school staff regarding specific accommodations, modifications, or needs and works in collaboration with others to address learner needs	The online teacher correctly implements the accommodations and modifications as required by a learner's individualized education plan (IEP) requirements or the 504 accommodations needed for learner success.	The online teacher, after reviewing the individual continuity of learning plan, reaches out to the family to ensure the learner can be available for small group instruction and has access to a dictionary. The online teacher also shares training videos on how to use the graphic organizer, so the parents assist at home.	• Screencast for video sharing • Virtual Platform (i.e. Zoom) for Small Group Instruction • Electronic documents (i.e. Google Docs) for Graphic Organizers
Uses data (quantitative and qualitative) to identify learners who need additional support services	Support services include those for special education, gifted education, SEL, English language development, and/or economic aid.	When reviewing a student classwork submission, the teacher notices that the student is struggling selecting evidence to support an inference. The teacher schedules a 1:1 office hour appointment with the student and an available family member.	• Virtual platform (i.e. Zoom or Google Classroom) for 1:1 remediation • Annotation tool for modeling
Creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access	When additional course content is needed to supplement instructional material, the online teacher needs to ensure that it is accessible, allowing all learners an equivalent educational experience.	The online teacher modifies the number of answer choices on an exit ticket as required by the individual continuity of learning plan.	• Electronic documents (i.e. Google forms) for exit tickets • Quizizz
Supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment	Learners can be challenged better by having opportunities to expand their learning beyond the established curriculum.	The online teacher can use interactive choice boards which allow learners to submit a standards-aligned work product, providing multiple opportunities to expand depth of knowledge and develop a positive attitude toward learning.	• Dare to Differentiate

Adapted from the National Standards for Quality Online Teach...

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Breakout Room Discussion Note Tracker Template

Discussion 1	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
Discussion 2	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7

Group 1 Discussion 1: John, Wafa, Melanie, Brock

Discussion 1

- What can we infer about Melinda's character based on the events in chapter 3?
    - Wafa- We can infer that she is a dynamic character. On page 32, She states, "I will never be able to show my face at school again." On page 41, after talking with her mother, she realizes that she loves school and she can overcome the challenges and decides to return.
    - Brock- I Infer that Melinda's friendship with Ally is over. On page 34, Ally tells Melinda that she hates her and storms away.
    - John- My inference is that Melinda's mom is someone that believes in her. On page 41 her mom says, "Melinda I've known you all of your life and you've always been able to do whatever you put your mind to."
    - Melanie-

Record your notes here (Sentence Starter: "We collaboratively infer…"

- We collaboratively infer the events of chapter 3 show that Melinda is a dynamic character, and her personal relationships play a big part in who she is. She is a dynamic character because she is one way at the beginning of the chapter and another way by the end. On page 32, She states, "I will never be able to show my face at school again." On page 41, after talking with her mother, she realizes that she loves school and she can overcome the challenges and decides to return. She is struggling at school because her friendship with her best friend is ending. On page 34, Ally tells Melinda that she hates her and storms away. Even though that friendship is over, Melinda has a relationship with her mom that encourages her to stay focused at school, because her mom believes in her. On page 41 her mom says, "Melinda I've known you all of your life and you've always been able to do whatever you put your mind to."

-

Choose a Reporter to Share Your Groups Thinking with the Whole Group

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Virtual Visit Data Collection Tool

Teacher Date	Ms. Apple April 20, 2020	Time	11:00
Lesson Topic	Making inferences	Grade Level-Content	7
Standard/Learning Target/I Can	I can justify an inference by citing text evidence to support the inference.	Number of Students	8

Look Fors	STUDENT (actions-behaviors)	TEACHER (actions-behaviors)
High Leverage Practices Utilized • Number of students actively participating • Equitable opportunities for learning • Culturally responsive practices • Differentiated learning • Specific virtual engagement strategies	8/8 students submitted responses into the chat window. As the teacher thought aloud, students were encouraged to capture their thoughts on the note catcher. Students were also asked to show understanding via a thumbs up/thumbs down strategy. This was used as a check for understanding. 100% student were able to respond to the text via the poll.	Teacher utilized a hook and reviewed the skill by having students look at a popular music figure icon and students were given one minute to share inference using think-pair share in the chat box. Teacher narrated the think time and clearly communicated the 100% response expectation. "*I have 100% participation from teammates. Amazing job using the chat function!*" Teacher provided students with an electronic note-catcher to assist students. Teacher provided students with texts based on skill level. Teacher modeled a think aloud of how to cite text evidence. Students moved into 2 breakout groups to respond to a specific prompt from the text. All students were assigned a role and instructed that they needed to write their name next to their contribution in the discussion.

Learning in a Virtual Environment
• How is the technology enhancing student learning?
• What is getting in the way of students'
  ○ academic success?
  ○ ability to access content?
  ○ engage with peers/teacher?
• What inequities may have surfaced due to the virtual environment?
	Teacher's virtual think aloud and annotation provides real time modeling and feedback for students. Students are able to engage with the teacher and peers through the chat box. This also allowed the teacher to monitor student understanding and provide support for both content and technology as needed.	

Opportunities for Support • What additional supports could be provided to enhance delivery of instruction and/or student learning in this new virtual environment?		

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Post Conference Reflection

What were students able to learn? How do you know?

What were the specific high leverage practices that were utilized to provide individualized instruction to diverse learners?

What will you do differently moving forward and how will the data inform those decisions?

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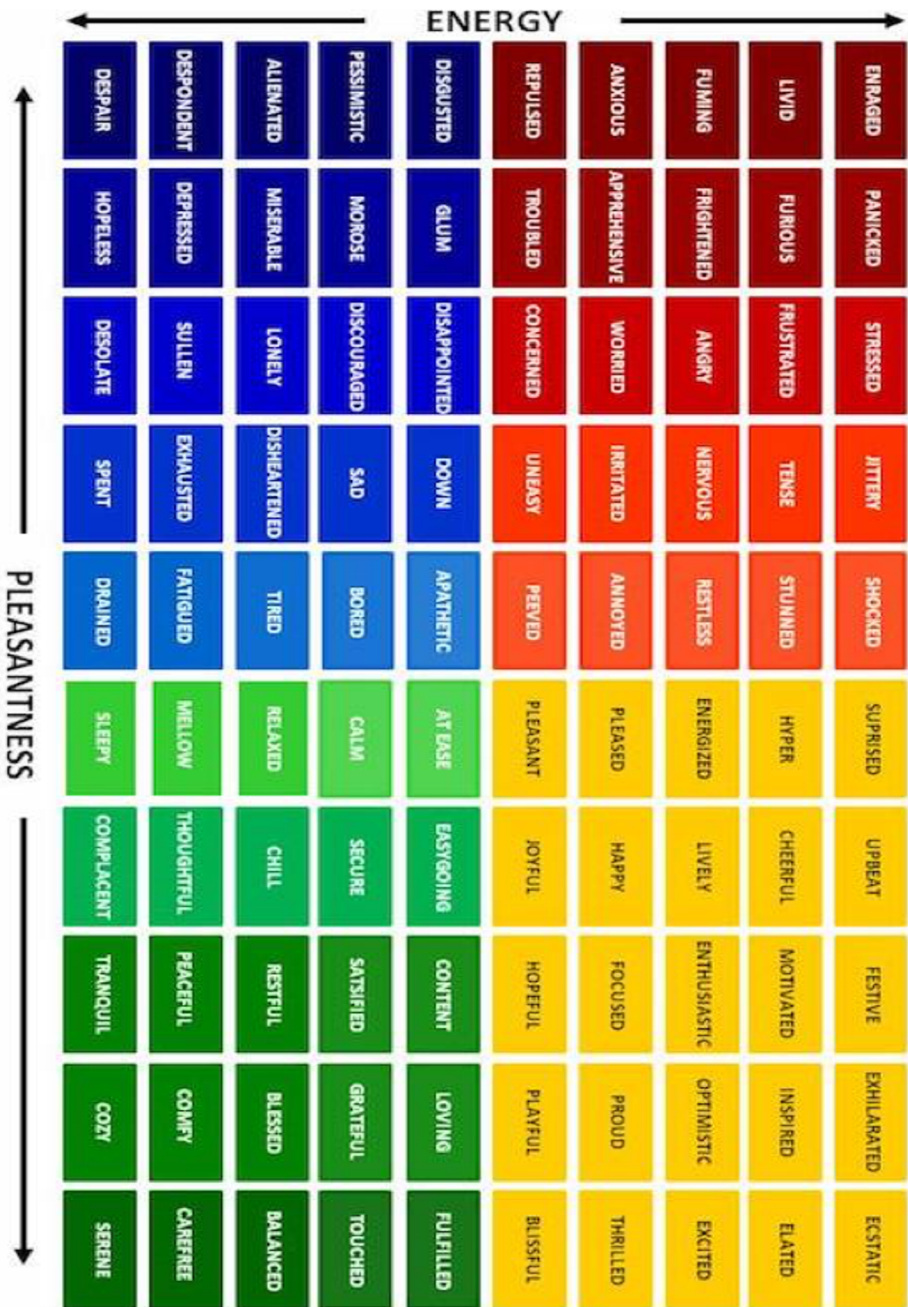# Pause & Plan: Providing Individualized Instruction

Take a moment to reflect on current practices on your campus: Current reality? Challenges? Opportunities?

Consider what opportunities exist to maximize outcomes for diverse learners.

How will you hold yourself accountable?

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MOOD METER

How are you feeling?

DESPAIR	DESPONDENT	ALIENATED	PESSIMISTIC	DISGUSTED	REPULSED	ANXIOUS	FUMING	LIVID	ENRAGED
HOPELESS	DEPRESSED	MISERABLE	MOROSE	GLUM	TROUBLED	APPREHENSIVE	FRIGHTENED	FURIOUS	PANICKED
DESOLATE	SULLEN	LONELY	DISCOURAGED	DISAPPOINTED	CONCERNED	WORRIED	ANGRY	FRUSTRATED	STRESSED
SPENT	EXHAUSTED	DISHEARTENED	SAD	DOWN	UNEASY	IRRITATED	NERVOUS	TENSE	JITTERY
DRAINED	FATIGUED	TIRED	BORED	APATHETIC	PEEVED	ANNOYED	RESTLESS	STUNNED	SHOCKED
SLEEPY	MELLOW	RELAXED	CALM	AT EASE	PLEASANT	PLEASED	ENERGIZED	HYPER	SUPRISED
COMPLACENT	THOUGHTFUL	CHILL	SECURE	EASYGOING	JOYFUL	HAPPY	LIVELY	CHEERFUL	UPBEAT
TRANQUIL	PEACEFUL	RESTFUL	SATISFIED	CONTENT	HOPEFUL	FOCUSED	ENTHUSIASTIC	MOTIVATED	FESTIVE
COZY	COMFY	BLESSED	GRATEFUL	LOVING	PLAYFUL	PROUD	OPTIMISTIC	INSPIRED	EXHILARATED
SERENE	CAREFREE	BALANCED	TOUCHED	FULFILLED	BLISSFUL	THRILLED	EXCITED	ELATED	ECSTATIC

ENERGY

PLEASANTNESS

Pause & Plan: Social Emotional Support

Take a moment to reflect on current practices on your campus:
Current reality? Challenges? Opportunities?

Consider what opportunities exist to strengthen SEL Support for Diverse
Learners.

How will you hold yourself accountable?

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Prioritizing Next Steps

What high leverage practices to support diverse learners are working well?

Based on your most recent observations of virtual instruction, what is most urgent and immediate? Then, use the table below to place urgent needs in order of importance and identify the resources needed to execute.

Priority	Area of focus/Actionable Next Step	Resources Needed to Execute
1st		
2nd		
3rd		
4th		

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Resources
To access the links in PowerPoint, you must view this page in "Present" mode.

- [COVID-19: How to help Special Needs Students Continue Learning at Home](#)

- [Resources for Educating Students with Disabilities During the Coronavirus Crisis](#)

- [Equity Matters: Digital and Online Learning for Students With Disabilities](#)

- [National Standards for Quality Online Teaching](#)

- [MSDE Equity Guidebook](#)

- [MSDE Professional Standards for Educational Leaders](#)

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Notes / Reflections

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