



Facilitator's Guide

Title of Training:	Fine Tuning Your Hybrid/Remote Learning Environment (with Consideration for Student with Disabilities)
Description:	Utilizing high impact strategies and the Blueprint for Improved Results for Students with Disabilities, this session will focus on creating a classroom environment which ensures success for all students. Whether you are starting the year or reflecting mid-year, focusing on norms, class agreements, and routines is essential for fine tuning your classroom. This session will focus on creating an environment which is beneficial to all students while providing a lens for special education considerations.
Resources Provided:	PPT presentation: Fine Tuning Your Hybrid/Remote Learning Environment
Resources used in presentation:	- Distance Learning Playbook website & supplemental resources by Hattie, Fisher, Frye https://resources.corwin.com/distancelearningplaybook - NYSED Blueprint for Improved Results for Students with Disabilities http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education-june-2019.pdf - The Hybrid Teacher Survival Guide by E. Pass https://www.edtechemma.com/the-hybrid-teacher-book - Video of Dr. John Amaechi discussing identity https://www.facinghistory.org/resource-library/video/john-amaechi-discusses-identity
Objectives:	1. Identify high impact strategies that foster a successful and productive learning environment for all students

	2. Establish classroom norms and expectations for all students (in person and online learning) 3. Create a plan using the Blueprint for Improved Results for Students with Disabilities to ensure students with disabilities are explicitly considered in your learning space
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Notes to Facilitator

This slide deck has been prepared for synchronous or asynchronous learning. The presenter notes found within the slide deck and in the Walkthrough section of this facilitator guide are for either a turn key trainer or a participating teacher(s) for self-directed learning. This is part 1 of a 3-part series. All materials and resources that accompany the slide deck are linked directly in the slides and the presenter notes. Time is provided throughout the presentation for self-reflection/group discussion.

Time suggestion for **synchronous** learning: 1.5 hours or 4.5 hours for entire three-part series

Time suggestion for **asynchronous** learning: 1 hour or 3 hours for entire three-part series

Participant Materials

Document for participants who are accessing this session before school begins:

<https://docs.google.com/document/d/1HQB4axBylq5x5H2Lbz9oZPTLU0wgMn4tBldDUnOtMdc/copy?usp=sharing>

Document for participants who are accessing this session mid school year:

<https://docs.google.com/document/d/1Gi-JooyAPy4ivLWXamM0NbkhXoj3-Ew0mA6X-zK11iU/copy?usp=sharing>

Technical Requirements

Presentation includes an embedded video. All URLs are linked both in the slide deck and in the presentation notes. In the case that a URL is not opening when clicked, copy and paste the URL into a new window to open.

Walkthrough

Slide 1: Title

This presentation is Part 1 of the Fine-Tuning Your Virtual/Remote Learning Community. Part 2 will focus on Relationships and Part 3 will focus on Teacher Credibility and Social Emotional Learning (SEL), specifically in the virtual/remote learning environment. The presentation was originally made for a “live” session with teachers and has been adapted to be used for asynchronous, self-directed learning. There are some resources referenced in this presentation. When directed, download or print supplemental materials for use throughout the presentation and visit hyperlinked websites for additional resources on the topic.

Slide 2: Our Learning

The content in this presentation is for teaching in any type of learning environment. Particular focus has been placed on establishing these essential classroom elements in a hybrid/remote learning environment. Establishing classroom norms and expectations is essential in every learning environment, but may vary because of differing teaching philosophies and the students in the classroom. They are essential yet customizable, and while we establish norms, routines, and procedures, we must consider how they will set all students up for success, not just the majority.

In this presentation, we extend focus to students with disabilities. New York State Education Department's office of Special Education released the Blueprint for Improved results for Students with disabilities in November of 2015. This document focuses on seven research and evidence-based core principles and practices for all students with disabilities. Improving results for students with disabilities requires a renewed focus on these core principles. Therefore, we have explicitly linked the content in this presentation to some of the appropriate principles in the Blueprint to reinforce that these essential classroom practices are effective for improving results for all students in general, but also for students with disabilities.

By clicking on the “Blueprint for Improved Results for Students with Disabilities” in the third bullet, you will be directed to the actual PDF document for further information. The 7 core principles are also displayed on slide 4 of this presentation. As best practice in any learning environment, our learning outcomes are measurable, with expectation of the participant coming out of this presentation able to acquire new knowledge or enhance current knowledge and put into practice what has been learned.

Slide 3: Agenda

The learning focus for this presentation will help us ensure predictability and consistency for our students during this difficult time and beyond. We proceed through this presentation answering the questions listed in this agenda with research-based content and New York State teacher experiences; we also provide space for you to consider your perspective and reflect on your own teaching in the context of the topic at hand. If you are working through this presentation at the

start of the school year, there is opportunity for you to think about the year ahead and plan. If you are working through this presentation while school is already in session, you are offered opportunities to reflect and potentially adapt your current perspective and practices. Notice again, that particular emphasis has been placed on considerations for students with disabilities, but we should also always consider other student populations such as English Language or Multilingual Learners as well.

Slide 4: Blueprint for Improved Results for SWDs

The Blueprint for Improved Results for Students with Disabilities is made up of 7 core principles:

- 1- Students engage in self-advocacy and are involved in determining their own educational goals and plan.
- 2- Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
- 3- Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
- 4- Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
- 5- Schools provide multi-tiered systems of behavioral and academic support.
- 6- Schools provide high-quality inclusive programs and activities.
- 7- Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

The stars located on the right side of the image indicate which core principles are addressed in this presentation. The numbers in the different colored circles will be found on slides where content is directly aligned to one or more core principles. A special note will also be included in the presentation notes on the slides.

Slide 5: Supplemental Document

The document shown on this slide is to be used as a supplemental resource for your learning. It will be used for Parts 1 - 3 of this learning series. If you are participating in this presentation at the start of the school year, click on "Before school starts planning document" and if you are participating after school as has already commenced for the year, click on "Mid School Year planning document." You will then be prompted to "Make a copy." Print it out or complete it electronically as you move through the presentation. There are prompts throughout the presentation as to when you should complete particular sections. If you are participating in this presentation with others, you are encouraged to share and discuss!

Slide 6: New Section - The Why

New Section: Why do we need to think about fine-tuning our learning environment? It may seem to be common sense to establish rules and follow specific classroom management strategies in your classroom. However, to ensure that **all** students are successful in your learning environment, proper planning must take place, especially as we are having to transition to a remote/hybrid learning model, and sometimes transition back and forth between in person

and remote/hybrid learning as we deal locally with the pandemic. We cannot just assume that our students will be able to go with the flow; a lot of times we struggle with going with the flow. We must put structures in place that ensure success for all students regardless of their learning environment. This section dives into the “WHY” behind the work..

Slide 7: Quote

Have participants read the quote on the slide.

Slide 8: Set up for Slides 9 & 10

At the start of the school year, we all know students come to school with excitement, anticipation, nerves, and insecurities, full of questions like those listed in the next slide. These questions, if left unanswered, may prevent students from feeling safe and part of the classroom community. They may feel distracted, uncertain, and alienated. As teachers, we typically spend the first days of school answering these questions and putting structures in place to ensure all students feel safe, secure, and included. It is just as, if not more, important to do the same thing in a hybrid/remote learning space. The next two slides present possible questions students come to class thinking about.

Slide 9: Start of the Year Questions

Notice that many of the questions are the same regardless of the space in which instruction is delivered. However, there are new questions that are meant to prompt a shift in your thinking. Can you think of other questions that students may have when starting to learn in a hybrid/remote learning environment? Then consider how you can address these questions and use the answers as you develop/reflect on your classroom norms, agreements, and routines later in this presentation.

Slide 10: Middle of the Year Questions

At any time while school is in session, students may develop different questions that can have a similar, possibly negative, impact on their learning. This is particularly true if the way in which instruction is delivered changes (ie. in-person to hybrid/remote learning). Still, notice that the questions are not completely different between the two styles of instructional delivery. However, the new questions posed in a hybrid/remote learning environment raise the stakes to a new level. As prompted in the previous slide, think of other questions that students may have when starting to learn in a hybrid/remote learning environment? Then consider how you can address these questions and use the answers as you develop/reflect on your classroom norms, agreements, and routines later in this presentation.

Slide 11: Shifting Mindset to Hybrid/Remote Learning

When we aren't able to teach and interact with our students in person, it is even more important that time is spent establishing a classroom structure with norms, routines, and procedures that

benefit the entire class. Teachers lose the ability to be physically present and have to connect and engage with their students through computer screens. Therefore, anticipating and adopting (prior to the start of the school year) and then adapting, as necessary (throughout the school year), strategies that directly address how the classroom will operate and the role everyone plays in the environment will set up the classroom and the students within to be successful when learning.

Slide 12: New Section: Effective Strategies

New section: What are the most effective strategies in establishing our learning community/environment? The section will walk you through designing a classroom management plan that can be utilized in any learning environment, but special emphasis is placed on hybrid/remote learning classroom. The following questions will be addressed:

- What strategies are most effective in establishing our learning environment (Designing a Classroom Management Plan)?
 - What is my philosophy of teaching and learning in my classroom (face to face, virtual, or hybrid)?
 - What norms do I want students to use as they interact with one another?
 - What are our class agreements?
 - What routines and procedures will I have to introduce and teach to my students (given my learning environment)?
 - What considerations am I making for students with an IEP when creating my classroom environment and community?

Slide 13: Distance Learning Playbook Resource

The Distance Learning Playbook was written by Douglas Fisher, Nancy Frey, and John Hattie to help teachers and administrators navigate the recent interruption of traditional in-person schooling and quick move to hybrid/remote learning for teachers and students. The hyperlink on the screen will take you to Corwin's website where you will find free video and reproducible forms that accompany the book. The reproducible forms are organized by modules and the content highlighted in this presentation is from Module 2.

The link to the resources is also here: <https://resources.corwin.com/distancelearningplaybook>

Note the green circled "4" in the bottom right corner of the page. This is indication that the Distance Learning Playbook and the supplemental resources therein meets the fourth core principle in the Blueprint for Improved Results for Students with Disabilities. Utilizing suggested strategies from this book with students in the classroom enables teachers to, "provide research-based instructional teaching and learning strategies and supports for students with disabilities."

Slide 14: Classroom Management Plan

These quotes are taken directly from the Distance Learning Playbook text. Though the immediacy of the shift in learning environment has caused many educators to figure things out

as they go, taking the time to design a classroom management plan is essential. When there is a plan in place, the stress level of the teacher reduces as well as the students'.

Slide 15: Designing a Classroom Management Plan

Retrieve the document that was shared in Slide 5 to use with the rest of the presentation. Fisher, Frey, and Hattie stress the importance of intentional planning. These questions are to be asked and answered as you are heading into a new school year - proactive planning for welcoming a new year and new students.

Slide 16: Reviewing a Classroom Management Plan

These questions are for when the school year has already started, regardless of how far into the year you are. As the year progresses, it is essential to check in with how you and your students are doing with the structures you put in place at the start of the year. The last question is especially important to reflect upon. Are all the norms, agreements, routines, and procedures working for ALL students? If not, what may need to be modified? Or, should considerations be made for individual students? This question will be addressed in greater detail later in the presentation.

Slide 17: Reflect on Your Teaching Philosophy

Use the 5 minute timer to reflect on your personal values and beliefs as a teacher. What are your beliefs about teaching and learning in your classroom? What are your beliefs concerning community and diversity? Write down every thought you have to the questions on the slide as you will use these answers to construct your teaching philosophy in the next slide. If you are participating in this session with other teachers, take additional time to share some of your thoughts with each other.

Slide 18: State Your Teaching Philosophy

When it comes to norms and class agreements in a classroom, it is essential to start with yourself as the teacher, taking stock in your own teaching philosophy and critically considering if it remains consistent or changes with the change of your students' learning environment. Use the timer on the screen to give yourself 2 minutes to write down your philosophy. Keep your statement short and concise - no more than a few declarative sentences. If you are working through this presentation with someone else, take a couple extra minutes to share with each other. Then, consider how you will share your philosophy with students and their parents/guardians.

Slide 19: Teaching Philosophy Example

This is a sample philosophy statement from a 6th grade teacher.

Slide 20: Establishing Class Norms

Now that you have rooted yourself in your teaching philosophy, turn your focus to establishing classroom norms. This slide defines "norms." Remember that, for this presentation, you are focused on creating norms in the hybrid/remote classroom. The norms may or may not be similar to those you would use in the physical, in-person classroom. A detailed sequence for

how to create norms with your students is detailed in the next slide. Examples of classroom norms are shared on following slides.

Slide 21: How to Create Norms

This is a suggested process for establishing norms with your students. When you do this in a remote setting, use an interactive app such as Google Jamboard or Padlet so students can all contribute their own ideas. Find a platform that offers multiple ways for students to submit ideas. For example, if a student wants to submit text, that is an option, or if they want to record their voice, they can do that too. Whatever way you choose, be sure it is a “live” session with your students so you can facilitate the discussion and support the students in connecting and summarizing their ideas. Once all are in agreement, it is imperative to then teach, model, practice, give feedback to the students. This may need to happen multiple times (and repeated throughout the year) to ensure all students can successfully follow the norms established by the whole class.

Note the red circled “1” in the bottom right corner of the page. This is indication that the act of establishing norms and having students participate in the process supports the first core principle in the Blueprint for Improved Results for Students with Disabilities. Having students contribute their own ideas of how to build a safe and productive learning environment helps them, “engage in self-advocacy” and be “Involved in determining their own educational goals and plan.”. There is also a green circled “4” which is indication that the process “teach, model, practice, give feedback is a “research-based instructional teaching and learning strategy that supports students with disabilities” which is core principle #4 in the Blueprint.

Below are some video examples of establishing norms in the classroom:

- Edutopia: <https://youtu.be/oRXYc4xmvwg>
- Expeditionary Learning: https://youtu.be/g_PoAg28TsQ

Slide 22: Sample Classroom Norms

The norms displayed on the slides were generated by teachers in a synchronous, online version of this training and can be used as a sample list. You will notice they are general statements composed of beliefs and values that are important to the classroom as a community. How you and the students live up to these norms - what they look and sound like in the classroom - are made clear with class agreements.

Slide 23: Classroom Norm Examples

This slide is composed of visual examples from various grade levels and learning environments. The top left visual:

- “In our classroom:
 - We respect each other
 - We try our best
 - We are a team
 - We learn from mistakes
 - We create
 - We celebrate each other's success”

Top middle visual:

- “Classroom norms:
 - 1- Respect our classroom and our community
 - 2 - Try our best (give 100%),

- 3- Share the air (make sure all our voices are heard)
- 4. Have fun”

Top right visual:

- “Our class Constitution: we the people of room B108 are a family that listens to one another. We take learning seriously. We are ready, respectful, and responsible. We have the right to learn in a safe place. We understand that all choices have consequences, so we choose to do what makes us stronger and smarter. We believe learning is important and should not be interrupted. Learning should be messy and fun. I pledge to be the best me I can be.” All students signed the bottom of the poster.

Bottom left visual:

- “Group norms:
 - Engage fully and take risks.
 - Be fully present (put away your side hustle)
 - Take care of yourself,
 - Be mindful of other learner's.”

Again, notice they are general statements composed of beliefs and values that are important to the respective classrooms. We will transition to creating class agreements starting in 2 slides, as these agreements are what bring these norms to life in the classroom.

Slide 24: Questions for Reflection

Take five minutes to think about and jot down your answers to these reflection questions. Then, get out the copy you made of the “Fine Tuning Planning/Reflection Chart” and complete the NORMS row only at this point.

With the 3rd question, it is strongly suggested that you take additional time to review your students IEPs and 504 plans before answering this question. Students with IEPs have individualized learning goals that have been crafted to ensure success in the current academic year. It is possible that aspects of their disability could make it difficult for them to participate in upholding the norms in the classroom and that their IEPs have strategies that will help you in creating norms ALL students can follow. The same can be said for students with 504 plans. Be sure to check the nature of their 504s and the strategies that have been included to help support the students in their learning. Some examples of strategies for students with disabilities may be visual, written, verbal, physical prompts or cues or even specialized assistive technology and equipment. Let the IEP and 504 plan help you in your planning.

Note the yellow circle “3” in the bottom right corner of the screen. This is indication that reflecting on considerations needed for students with disabilities addresses principle #3 in the Blueprint: “Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.”

Slide 25: Developing & Utilizing Class Agreements

Once your norms are established, the next step is developing and utilizing class agreements. Be sure to link norms to class agreements, as the agreements that they will commit to, should reinforce the norms the class has created together. This slide provides some guidance as to how to construct classroom agreements. An example of class agreements is on the next slide. Note the red circled “1” in the bottom right corner of the page. This is indication that the act of establishing class agreements and having students participate in the process supports the first core principle in the Blueprint for Improved Results for Students with Disabilities. Having students contribute their own ideas of how to build a safe and productive learning environment helps them, “engage in self-advocacy” and be “Involved in determining their own educational

goals and plan.”

Slide 26: Class Agreements - Looks & Sounds Like

It is said that if everyone agrees to the norms that every student will be successful in their learning because the norms establish expectations of a safe and productive learning community. However, remember norms are very general statements that need to be further explained and defined for students. This is especially true in the hybrid/remote learning environment because it can be so unfamiliar and uncomfortable to everyone. Let's take an example from one of the class norms charts in slide 23: “We respect each other.” What does that mean? It could mean something different to each one of your students and you as well. This is where the class agreements come into play. As a class, everyone needs to understand and agree to what respecting each other looks like and sounds like. Using an example from the poster in the slide, “taking turns to talk” is an example of how to be respectful of each other. And, having the students generate the list gives them ownership of their own agreements and a sense of team comradery that will build a sense of class community. Bottom line is we cannot assume all students understand a very general statement of respect, no matter how much they value the act. This is why class agreements are an essential part of the fine-tuning process. Note the red circled “1” in the bottom right corner of the page. This is, again, indication that having students participate in the process supports the first core principle in the Blueprint for Improved Results for Students with Disabilities. Having students contribute their own ideas of how to build a safe and productive learning environment helps them, “engage in self-advocacy” and be “Involved in determining their own educational goals and plan.”

Slide 27: Sample Class Agreements

This slide provides you with sample class agreements for a middle school math class. Click on the video link here to take you to the Distance Learning Playbook resources where this video is located:

<https://resources.corwin.com/distancelearningplaybook/student-resources/videos/module-2>

Slide 28: Reflecting on Class Agreements

Please return to your Fine-tuning chart and complete the CLASS AGREEMENTS row at this point.

As stated previously, depending on when you are participating in this presentation, you may be at the start of your school year or already in session, and you may have had to transition from in person to virtual learning in between. Asking yourself key questions regarding the established norms and class agreements is essential in the planning process. Do not neglect the last question in each box as it prompts you to consider each individual student, the progress they are making in class, and the impact the norms and class agreements are having on their ability to learn successfully in class. If, with any student, you see that they are either struggling to uphold the norms or class agreements it is imperative to consider how to best support that student so they can successfully function in the classroom. This may lead to setting up Multi-tiered systems of support (MTSS) for an individual student. For more information about MTSS, please refer to the presentations on MTSS.

Note the red circled “1” again, speaking to the student involvement in establishing agreements, promoting self advocacy and being involved in establishing goals. A yellow circled “3” is also displayed because of the need for teachers to ensure the agreements are applicable and attainable by all students, and if they aren't, engage in specially designed instruction for

students with disabilities. The blue circled “5” in the bottom right corner of the screen indicates that reflecting on performance of all students, especially students with disabilities, and engaging in MTSS when appropriate addresses principle #5 in the Blueprint: “Schools provide multi-tiered systems of behavioral and academic support..”

Slide 29: Develop & Teach Procedural Routines

Norms? Check. Class agreements? Check. Now we transition from the bigger classroom picture to the day-to-day routines and procedures that will help students access the information they need to be successful academically, especially in the hybrid/remote learning environment. The list on this slide has some procedural routines you can use with your students. An important note here is HOW you will communicate these routines with your students and families. For example, while in the hybrid/virtual teaching, will you post them in a specific place in your learning management system (LMS) so students know exactly where to look every day? Consider individual student needs/requirements. A student may need a daily visual schedule that includes the pull out times for related services. Another student may need modification to how to retrieve, produce, and submit work. If you need assistance in how to make certain procedures work for students, reach out to your consultant teacher colleagues or the CSE Chairperson.

Note the yellow circled “3” and green circled “4” on the screen. The suggested procedural routines are research-based, which align with the Blueprint’s 4th core principle, but also creating student specific procedural routines aligns with the 3rd principle of providing specially designed instruction for students with disabilities.

Slide 30: Classroom Procedures

There are examples of typical routines and procedures for the in-person classroom on this slide. What others would you add? Now consider what routines in this list carry over into the hybrid/remote learning environment? What new or different routines need to be added for the hybrid/remote learning environment? Some ideas might include:

- 1- how students should ask a question while meeting as a class using Zoom, Google meet, or your designated video conferencing application.
- 2- how to interact with the teacher or students in the LMS - especially in regards to discussions and group work.
- 3- how to submit work in the LMS.
- 4- how parents should contact you with any concerns or questions about the students learning, progress, or attendance.
- 5- how you will be in communication with the students and parents while in a remote learning situation.

The yellow circled 3 speaks to engaging in specially designed instruction for students with disabilities. The procedures or routines that has been created for the class in general may require slight modification or complete alteration in order for a student with disability to successfully meet expectations.

Slide 31: Virtual Classroom Procedures

The chart on the slide is taken from the Hybrid Teacher's Survival Guide, written by Emma Pass in the spring of 2020, and display examples of procedural routines that she and her students implemented when having to transition to remote learning. The book is available for a free

download for a limited time here: <https://www.edtechemma.com/the-hybrid-teacher-book>

Slide 32: Teach, Not Preach! - Reinforce

It cannot be reinforced enough. Nothing put in place, no matter how great or revolutionary will be 100% successful on the first try. This process may have to be explained, rehearsed, reinforced many, many times! It may also need to be adjusted and or modified for individual students as issues or opportunities arise. Note the green circled “4” on the screen. This is because this process of explain, rehearse, reinforce is a research-based strategy to be used with students and reinforces the 4th core principle on the Blueprint for Improved Results for Students with Disabilities.

Slide 33: Reflect on Classroom Procedures

Now take some time to consider the procedure you already have in place and the additional procedures you have or will implement in the hybrid/remote classroom. Use the 5 minute timer to answer the questions posed in the slide. If you are struggling to find a place to start, think about your physical classroom and think about how those procedures could translate to the virtual classroom. Think about the ways in which you are interacting with your students - via video, LMS, email - and the assignments/apps you are having the students complete. Remove the uncertainty by putting clear procedures in place. Now, at this point, return to your Fine-tuning planning chart and complete the PROCEDURES and ROUTINES row. It's important to address reinforcing positive behaviors. Remember that all students come from different home environments. They have varying levels of parental support, internet connectivity, and learning abilities. Be careful not to praise behavior that is actually beyond some students' control. Everyone is struggling with the transition to hybrid/remote learning. Some just have the proper supports and capabilities in place that others are not able to have. An example is, when in a “live” video session, some students are able to stay connected the entire time. One or two students may have had to reconnect a couple times because their connection was unstable. In the physical classroom, students are “present” the entire time and presumably learned the lesson at hand. Online, if students lose connection, they aren't present and may miss some of the lesson. Praising the students who stayed connected the entire time might make sense because that is what is expected, but if some students lose connection due to conditions beyond their control, they can quickly feel ostracized, ridiculed, and powerless. Note the yellow circled “3” and green circled “4” linking to the respective core principles in the Blueprint. The 3rd principle is addressed through considering individuals with disabilities and specially designed instruction, while the 4th principle is met, this time, through the use of research based strategies addressing student behavior.

Slide 34: Definition of SDI

Specially designed instruction (SDI) has already been referenced multiple times in this presentation and defined lightly. Therefore, this and the next few slides are meant to help you better understand SDI so you can better meet the needs of your students with disabilities. And, since this and the next 3 slides directly address SDI, they also address the 3rd core principle in the Blueprint: “Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.” Practicing SDI helps you as a teacher put appropriate procedures in place for students with disabilities, which in turn, gives them greater access to learning.

Slide 35: SDI Is and Isn't

This slide gives further explanation of SDI, what it is and is not. This is just scratching the surface on the concept, so for more information and resources, see the presentations targeting SDI.

Slide 36: Supplementary Aids Supported through SDI

Many Supplementary Aids and Services (SAS) are supported through SDI. For example, in order for a student to access and use a supplementary aid independently, the student will need explicit instruction (SDI) in the use of the specific strategy or device. The intent is to provide levels of support until the student can access a supplementary aid independently. Worth noting here is that many supplementary aids are available for students in the virtual learning environment using accessibility features that technology offers as well as additional assistive technology. To find out what accessibility features are available to you and your students by the devices and applications you use, see the Accessible Technologies presentation offered in this series.

Slide 37: Equity vs. Equality

Fair is not always equal. To ensure equity in learning, individual students will have different supports in place so they can access the same learning as others. This is a visual that reinforces this essential understanding.

Slide 38: New Section - Closure

LAST SECTION: Closure - an important part of learning regardless of environment and situation. In this section we watch a brief video of Psychologist John Amaechi talking about individual identity and the importance of students learning in a safe environment. We then consider the connection between what he says in the video to our work in this presentation with developing a classroom management plan for the hybrid/remote learning environment. Then we will wrap up with a review of our learning expectations for the presentation and a closing reflection activity - committing to next steps.

Slide 39: Dr. John Amaechi Video

The picture on this slide is an embedded video. Click on the picture to begin the video. Closed captioning is available. The link to this video is also here:

<https://www.facinghistory.org/resource-library/video/john-amaechi-discusses-identity>

After watching the video, take 2 minutes to answer the questions posed on the slide. If you are completing this session with others, please take additional time to discuss the video and your answers to the questions.

Slide 40: Quote from Video

Don't lower the bar, but instead lower the barriers. As teachers, we plan, anticipate, implement, execute, and reflect. Much of the heavy lifting happens in the planning and anticipation phases of teaching. Our main goal as teachers is for all students to be academically successful - learn the content we are teaching. But, along with that is the goal for students to be confident, happy, safe, and successful in their own minds. If we consider Maslow's Hierarchy of Needs, in order for

students to meet that “self-actualization” tier, achieving one’s own full potential, the four other tiers, composed of both psychological and basic needs, must be met first. Therefore, we as teachers must plan and anticipate through the lense of both academic AND social-emotional development. Creating and implementing a classroom management plan comprised of norms, class agreements, procedures and routines helps to address the psychological needs of each student, and in turn we can create a learning environment where *all* students can feel safe and successful in their own ways. In the case that what is put in place for the entire class doesn’t work for some students, like students with disabilities, additional supports may also be necessary through specially designed instruction or multi-tiered systems of support in order for these students to reach the same level of success as fellow students.

Note the purple circled “6” in the bottom corner of this slide. This is indication that what Dr. Amaechi has said addressed core principle “6” in the Blueprint for Improved Results for Students with Disabilities. It is essential for schools, “to provide high-quality inclusive programs and activities” for their students. All students should feel challenged, supported, and included. They should feel like they belong to their classroom community and that their true identity is accepted by their teacher and fellow classmates.

As seen in the video, relationships are also an essential part of the learning community and student success. Teacher and student relationships are the focus of part 2 in this series.

Slide 41: Review of Learning Outcomes

Let’s review our learning for this presentation. The content in this presentation was for teaching in any type of learning environment, however, particular focus has been placed on establishing these essential classroom elements in a hybrid/remote learning environment. Establishing classroom norms and expectations is essential in every learning environment, but may vary because of differing teaching philosophies and the students in the classroom. They are essential yet customizable, and while we establish norms, routines, and procedures, we must consider how they will set all students up for success, not just the majority.

As best practice in any learning environment, our learning outcomes are measurable, with expectation of the participant coming out of this presentation able to acquire new knowledge or enhance and refine current knowledge/understanding and put into practice what has been learned.

Review the 3 bulleted learning outcomes. Then, move to the next slide where you will be asked to commit to an attainable, personal action plan in regards to implementing a classroom management plan that comprises of the essential strategies that were addressed in this presentation.

Slide 42: Commitment Statement, Action

The phrase “fine-tuning” implies that a classroom management plan is already in place in your classroom, but given the changing times, conditions, and ways in which teaching and learning are being done, it is essential to step back, reflect, and then adopt new or different ideas or adapt what is already in place. Everyone has strengths as well as areas to improve upon. Take what you have gleaned from this presentation to fine-tune your own classroom management plan to better support your students *and yourself* as you all continue to navigate hybrid/remote learning. Make a commitment - what is one area you commit to strengthening and why? How will you fine-tune your current plan to work in a hybrid/remote learning environment? How will you fine-tune your current plan to ensure ALL students benefit and are successful in the classroom (whatever that classroom looks like).

There is space in the Fine-tuning Planning Chart to write down your commitment. You are then asked to help yourself be accountable to that commitment. Set a reminder 1-2 months from

now (and every 1-2 months after that) to check in on yourself and the commitment you made.

Slide 43: Thank you

Thank you for your participation, considerations, reflections, and planning during this presentation. Remember, this is only Part 1 of a 3-part series. Look for Fine-tuning your Hybrid/Remote Learning Community Part 2, where the focus is on relationships in the hybrid/remote learning environment. The same Fine-tuning Planning Chart will be used during the other parts of the series as well.

This is the end of the presentation.