

Setting Goals, Creating Schedules, and Communicating Your Plan for Next Year

JUNE 15, 2020

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SESSION OUTCOMES

- How can you set goals that support the continuity of learning for your LEA?
- How can you create schedules to support those goals?
- How can you communicate your plan?

PLAYBOOK SERIES

| TITLE | DATE | TIME |
|---|------------------|------------------|
| Planning Equity-Driven Distance and Hybrid Learning: Introduction to the Continuity of Learning Playbooks | Friday, June 5 | 12:00 - 1:00 PM |
| Setting Goals, Creating Schedules, and Communicating Your Plan for Next Year | Monday, June 15 | 10:00 - 11:00 AM |
| Planning for Distance Learning with an Equity Lens | Tuesday, June 16 | 1:00 - 2:00 PM |
| Planning for Hybrid Learning with an Equity Lens | Tuesday, June 23 | 1:00 - 2:00 PM |

A STARTING POINT: 3 KEY QUESTIONS

Set Goals

How do we set goals and define success?

Are stakeholders aligned around what success looks like during hybrid learning?

[Read More](#)

Create Schedules

How do we help students and teachers structure their day?

How well are teaching teams aligned around balanced, reasonable, and appropriate daily schedules?

[Read More](#)

Communicate Plan

How do we inform, listen to, and engage families?

How well is our communication strengthening relationships between caregivers, teachers, and students?

[Read More](#)

WHAT'S THE DIFFERENCE?

Distance Learning Playbook

No in-person interaction.

READ

Hybrid Learning Playbook

Some in-person interaction.

READ

k12playbook.ccee-ca.org

HOW DO WE SET GOALS AND DEFINE SUCCESS?

GUIDING PRINCIPLES

- Safety
- Connection
- Input and Communication
- Equity, Access, and Inclusion
- Targeted Instruction

PLANNING IN STAGES

- **Summer:** *What needs to be done before instruction begins?*
- **First Months:** *What needs to take place early on in the new term?*
- **Remainder of the Year:** *What needs to happen in the remainder of the year?*



The Education Trust–West

THINK EQUITABLY, ACT LOCALLY: A GUIDE FOR ENSURING EQUITY

STEP 1 Accessibility & Transparency

- Yes No Are the Local Goal document(s) publicly accessible and easy to locate? (i.e., clearly linked on the board of trustee meeting agenda and/or campus website)?
- ▶ If you cannot locate them, we have created a document with those that we could we could find bit.ly/CCCLocalGoals.
- Yes No Are the Local Goal document(s) written clearly and simple to understand?
- Yes No Are there detailed plans for how the goals will be met?
- ▶ Is it clear how colleges determined each of the goals that were set (i.e., what information was used to help guide the decision making process)?
 - ▶ Is it easy to identify who was included in the goal setting process?

IF NO:

- ▶ Attend your local board of trustees meeting and insist that the Local Goal materials be fully available to read and posted on the campus website on an easily accessible page
- ▶ Advocate for your college to provide details on the plans they will take to meet the goals established
- ▶ Ask that college leaders outline the process that they engaged in to identify their Local Goals
- ▶ Request that colleges identify the stakeholders that were included in the goal setting process

STEP 2 Racial Equity

- Yes No Do the goals clearly state a focus on closing racial equity gaps? (i.e., improve student of color success)?
- Yes No Are there specific goals to address each student group that is underserved at the local college?
- ▶ Are the goals for those student groups ambitious? Ambitious goals should have a set timeframe and reflect targets that will create significant improvement.
 - ▶ Is there a detailed plan for the activities, interventions, and investments that will be implemented to support progress toward those goals for each underserved group?
 - ▶ Is the term "equity" defined?

IF NO: Demand that your college board of trustees revise the Local Goals to:

- ▶ Clearly name closing equity gaps – eliminating differences in outcomes between student groups – as a Local Goal
- ▶ Identify each student group that is underserved and establish ambitious improvement targets for each of those groups
- ▶ Ask for your board to share the district's definition for "equity"

STEP 3 Stakeholder Engagement

- Yes No Do the goals reflect perspectives of internal and external stakeholders (i.e., students, faculty, community advocates, local industry)?
- Yes No Did the community college utilize best practices to share and gather input from stakeholders for the development of the Local Goals (i.e., public notices, participant outreach, email, community forums, student focus groups, surveys, written feedback, etc.)?
- Yes No If stakeholders contributed feedback, do the documents outline what or how that information was integrated?

IF NO: Request that your board of trustees revise the Local Goals to:

- ▶ Make Local Goal setting a yearly priority
- ▶ Establish a Local Vision Goals stakeholder advisory committee for Local Goal setting
- ▶ Conduct outreach to inform and elicit feedback from stakeholders through public communication methods (emails, newspaper, student portals, surveys, focus groups, etc.)
- ▶ Identify how stakeholder feedback was incorporated, or why it was not

STEP 4 Accountability

- Yes No Is there a reporting mechanism in place to measure and illustrate progress or change in performance?
- ▶ By term/year?
 - ▶ For all goals and for each underserved student group(s)?
- Yes No Will there be future reporting that evaluates the effectiveness of the implemented strategies toward supporting goal progress?

IF NO:

- ▶ Encourage your local college to report term-by-term or yearly updates on progress towards meeting the goals (i.e., via a dashboard, brief, presentation, webpage, etc.)
- ▶ Ask that your college evaluate and report on the effectiveness of strategies implemented to improve student success



Local Education Agency (LEA) COVID-19 Rapid Response Transition Toolkit

Resource 1: Planning for Immediate Needs

Developed through a partnership between the California Collaborative for Educational Excellence (CCEE) and WestEd

ccee
California Collaborative
for Educational Excellence

WestEd
WestEd.org

Transition to Distance Learning

Supporting Student Engagement - Resource links will be added or updated as available.

| Area of Concern | Immediate Need | Actions Completed | Actions Remaining | Implementation Status | Notes |
|---|----------------|-------------------|-------------------|--|-------|
| Distance Learning Model Selection https://k12playbook.entangled.solutions/five-key-questions/#question-2 | | | | 1 - Exploration 2- Development 3- Early Implementation 4- Full Implementation | |
| Student Access to Technology & Internet https://www.cde.ca.gov/ls/he/hn/distancelearning.asp | | | | | |
| Partnering with Parents to Support Student Learning http://toolkit.capta.org/programs/family-engagement/how-to-support-student-learning-at-home/ | | | | | |

Local Education Agency (LEA) COVID-19 Rapid Response Transition Toolkit

Note: All included resources are active as of May 15th, 2020. Links to resources in these documents are meant to provide a starting point. Although the links have been reviewed, WestEd and CCEE will not be held responsible for any changes to information in those websites, including broken links.

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CREATING SCHEDULES - DISTANCE LEARNING

Distance Learning Playbook

No in-person interaction.

[READ](#)



Create Schedules

How do we help students and teachers structure their day?

How well are teaching teams aligned around balanced, reasonable, and appropriate daily schedules?

[Read More](#)

CREATING SCHEDULES - DISTANCE LEARNING

1. Considerations
2. Basic Elements Found in Distance Learning Schedules
3. Samples of Distance Learning Schedules and Structure

DISTANCE LEARNING SCHEDULES - CONSIDERATIONS

1. Survey your stakeholders
 - Murrieta Valley: 62% Traditional, 26% Blended, 12% Virtual
2. Determine how the instruction will be delivered
 - Online, Print, or Mixed
3. Determine your technology and access needs for students and teachers
4. Determine amount of minutes per grade level span
5. Determine your virtual office/coaching support
6. Determine professional learning for teachers

DISTANCE LEARNING SCHEDULES - BASIC ELEMENTS

1. Check-in Time
2. Access to extracurricular activities
3. Offer office/support hours
4. Whole Group/Small Group
5. Synchronous and asynchronous learning time
 - ES - 1 to 2 hours
 - MS - 2-3 hours
 - HS - 3-4 hours

SAMPLE DISTANCE LEARNING SCHEDULES

Sample Student Week at a Glance Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------|------------------------------|--------------|--------------|--------------|--------------|
| 8:30-9am | Morning mtg. | Morning mtg. | Morning mtg. | Morning mtg. | Morning mtg. |
| 9-9:30am | Ind. work | Ind. work | Ind. work | Ind. work | Ind. work |
| 9:30-10am | Reading | Reading | Reading | Reading | Reading |
| 10-10:30am | ELA class | Math class | ELA class | Math class | ELA class |
| 10:30-11am | Break | Break | | | |
| 11-11:30am | Small group | Ind. work | | | |
| 11:30-12pm | Lunch | Lunch | | | |
| 12-12:30pm | Movement | Movement | | | |
| 12:30pm - afternoon | Ind. work, chores, play, etc | 1:1 check-in | | | |

1. [The Playbook Schedules](#)
2. [MVUSD Structure](#)
3. [CISC Resources](#)

INNOVATION BEGINS HERE

Murrieta Valley USD

20-21 LEARNING OPTIONS FOR FAMILIES

SECONDARY (6-12) CHOICES

*As Space Permits



TRADITIONAL

- 5 Days a week on-campus and virtual learning.
- Full Day Structure with access to all programs.
- School-based Activities.
- Access to Co-Curricular Activities, Athletics and Student Clubs.



BLENDED

- Combo of on-campus and virtual learning.
- Sustain teacher & school connections.
- Flexible Scheduling.
- Access to Co-Curricular Activities, Athletics, & Student Clubs.



VIRTUAL

- 5 days a week virtual/instruction from home.
- Personalized daily instruction & support.
- Maintain School Site Affiliation.
- Access to Co-Curricular Activities, Athletics, & Student Clubs.

** Graded instruction taught by MVUSD Online Learning Certified**
Teachers using our District's new parent/student learning platform used by Community Colleges, Canvas.

MURRIETA VALLEY USD WILL RE-OPEN WITH ENHANCED DISINFECTING AND PREVENTATIVE HEALTH MEASURES AND WILL IMPLEMENT REASONABLE AND PRACTICAL RECOMMENDATIONS THAT PREVENT THE SPREAD OF GERMS

The three learning models are planned based on current Public Health recommendations and may be subject to change based upon public health mandates for social distancing. Choices are available as space permits.

#IChooseMurrietaValleyUSD

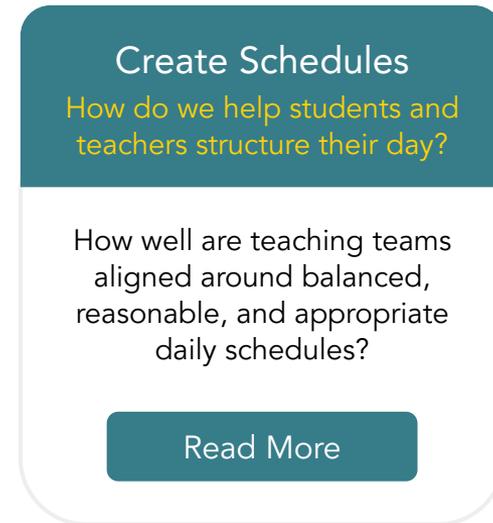
CREATING SCHEDULES - HYBRID LEARNING



Hybrid Learning Playbook

Some in-person interaction.

[READ](#)



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How do we help students and teachers structure their day?

How well are teaching teams aligned around balanced, reasonable, and appropriate daily schedules?

[Read More](#)

CREATING SCHEDULES - HYBRID LEARNING

→ Flexible, Fluid, and Equitable

MORE TRADITIONAL/EQUAL



MORE INNOVATIVE/EQUITABLE

→ Student Centered

→ Collaborative

→ Essential Questions

→ Features, Benefits & Challenges

Equity Based Block Schedule (Middle and high schools)

| Elapsed Time | Time | Monday, Wednesday, Friday Students | | | Tuesday / Thursday Students | | | | |
|--------------|---------|------------------------------------|----------------------------|----------------------------|-----------------------------|----------------------------|----------------------------|--|--|
| | | Red Track (early) | Green Track (middle) | Blue Track (late) | Red Track (early) | Green Track (middle) | Blue Track (late) | | |
| 5 | 7:00 AM | Teacher Prep 40 mins. | | | Teacher Prep 40 mins. | | | | |
| 10 | 7:05 AM | | | | | | | | |
| 15 | 7:10 AM | | | | | | | | |
| 20 | 7:15 AM | | | | | | | | |
| 25 | 7:20 AM | | | | | | | | |
| 30 | 7:25 AM | Teacher Prep 40 mins. | Teacher Prep 40 mins. | | Teacher Prep 40 mins. | | | | |
| 35 | 7:30 AM | | | | | | | | |
| 40 | 7:35 AM | | | | | | | | |
| 45 | 7:40 AM | | | | | | | | |
| 50 | 7:45 AM | | | | | | | | |
| 55 | 7:50 AM | Soft Start 1/2 20 mins. | | Teacher Prep 40 mins. | Soft Start 1/2 20 mins. | | Teacher Prep 40 mins. | | |
| 1 hour | 7:55 AM | | | | | | | | |
| 5 | 8:00 AM | Block 1/2 85 mins. | Soft Start 1/2 20 mins. | | Block 1/2 85 mins. | Soft Start 1/2 20 mins. | | | |
| 10 | 8:05 AM | | | | | | | | |
| 15 | 8:10 AM | | | | | | | | |
| 20 | 8:15 AM | | | | | | | | |
| 25 | 8:20 AM | | | | | | | | |
| 30 | 8:25 AM | Block 1/2 85 mins. | Block 1/2 85 mins. | Soft Start 1/2 20 mins. | Block 1/2 85 mins. | Soft Start 1/2 20 mins. | Soft Start 1/2 20 mins. | | |
| 35 | 8:30 AM | | | | | | | | |
| 40 | 8:35 AM | | | | | | | | |
| 45 | 8:40 AM | | | | | | | | |
| 50 | 8:45 AM | | | | | | | | |
| 55 | 8:50 AM | Block 1/2 85 mins. | | Block 1/2 85 mins. | Block 1/2 85 mins. | Soft Start 1/2 20 mins. | Block 1/2 85 mins. | | |
| 2 hours | 8:55 AM | | | | | | | | |
| 5 | 9:00 AM | | | | | | | | |
| 10 | 9:05 AM | | | | | | | | |

SPRINGBOARD
TO CREATING
HYBRID
LEARNING
SCHEDULES

SCHEDULING - SPECIAL EDUCATION

Distance Learning Playbook

No in-person interaction.

[READ](#)



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How do we help students and teachers structure their day?

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[Read More](#)



Home About Capacity Building Projects Professional Learning UDL AT AAC Blog



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& CLICK HERE

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UDL

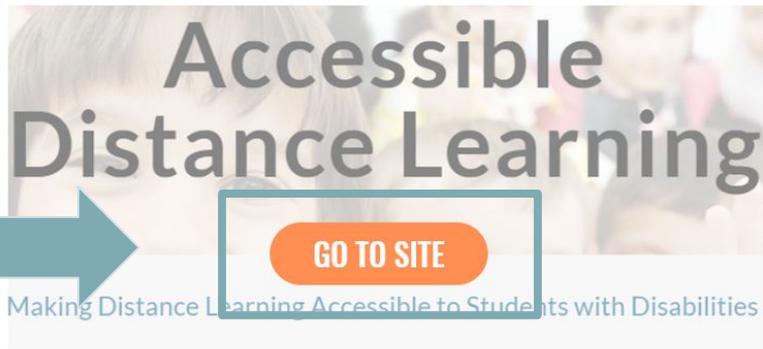
AT

AAC

We offer professional development and resources for educators, administrators, and organizations to enhance their understanding of Universal Design for Learning and how to leverage digital and assistive technologies to meet the needs of ALL learners in K-12 settings.

LEARN MORE

In addition, as part of the California Statewide System of Support, we can bring **capacity building** to you in the areas of UDL, AT, and AAC.



Explore a website SPECIFICALLY to support our Special Education service providers as we make this rapid shift into delivering our instruction and services through distance learning! We have curated and identified some quick implementation ideas and vetted resources to help you get started in this new way of teaching and learning.

CONSIDERATIONS FOR INCORPORATING SPECIAL EDUCATION INTO A DISTANCE LEARNING PLAN

Making Learning Virtual

- [Getting Your House in Order for Distance Learning](#)
- [Setting Expectations for a Distance Learning Plan](#)
- [Setting Expectations for Delivering Special Education in Distance Learning](#)

Role Specific Resources

- [Resources for Specific Special Education Provider Groups](#)



SDC Teachers

For students with more intense needs, participation in highly structured and intensely staffed special day class programs is typical. These students often receive a variety of related services designed to enable them to develop and maintain essential skills and better access their instruction. Separated from routines and skilled support, many of these students may struggle. This section will provide guidance and resources for helping teachers design and deliver effective learning plans for these students.

[Quickguide: Supporting Students with Complex Needs](#) (★ NEW!)

BEST PRACTICES FOR...

- [Using a Classroom Matrix to Make Sure Your Plans Address All Student's Needs](#) (★ NEW! Updated Classroom Matrix template and samples)
- [Designing a Weekly Distance Learning Plan](#) (★ NEW! Updated Classroom Weekly Schedule template and samples)
- [Designing Offline and Online \(Asynchronous or Synchronous\) Learning Activities for SDC Students](#)
- [Designing Individualized Weekly Plans at Home](#) (★ NEW! Updated Individualized Weekly Plan template and samples)
- Data Collection and Monitoring

SUPPORTING STUDENTS WITH MORE COMPLEX NEEDS

[Link to Quick Guide](#)

QUICK GUIDE

Supporting Students with Complex Needs

Effective Planning for Classroom Programming/Distance Learning/Blended Models



Getting Set Up

For students with more intense needs, with the majority of their instruction occurring in highly structured and intensely staffed programs, we may have to think very differently about how we ensure continuous learning as we move from *classroom-based*, to *distance learning* to possible *hybrid models*. It's important to consider the balance between maintaining educational benefit while also reducing the potential overload in demands and expectations for both students and families.

We've identified some critical planning steps, and scaffolds to support that work, that we hope will enable educational teams to do this with intention and purpose. Our goal is to continue to provide our students with access to opportunities to grow and develop in the key and essential skill areas identified in their individualized plans, regardless of the learning model. Having a unified and integrated model for planning and shifting will help us to achieve that goal for our students and families.

These first three steps set the foundation for the work that will happen on a weekly basis. These steps are done at the beginning of a classroom planning cycle (e.g. the beginning of a school year; at the beginning of a "distance learning rollout") and are adjusted or updated if and when needed (e.g. essential team members change; new students enroll; significant changes occur to student's IEPs).

COMMUNICATING YOUR PLAN

Communicate Plan

How do we inform, listen to, and engage families?

How well is our communication strengthening relationships between caregivers, teachers, and students?

Read More



Local Education Agency (LEA) COVID-19 Rapid Response Transition Toolkit
Resource 2: Communicating with Stakeholders

Developed through a partnership between the California Collaborative for Educational Excellence (CCEE) and WestEd

CCEE California Collaborative for Educational Excellence
WestEd wested.org

IMPLEMENTATION FOCUS

| Stakeholder Audience Group | What is the group's connection to this action, event, or plan? | Will this group need to act or respond as a result of this communication? | What channels of communication might work to reach and involve this group? |
|----------------------------|--|---|--|
| | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | | | |
| | | | |

Digital Media. Create instant, anytime access to documents and information through digital media (such as websites, databases, webcasts, and podcasts). To drive audiences to these materials and information, implement electronic communication strategies, such as email blasts and texting.

Considerations:

- If capacity allows, consider creating and regularly updating a website that has basic information about the latest developments locally, along with reliable links to the county and state context. On this website, include a FAQ page, links to resources that can inform district decision making, and downloadable collateral (see "Collateral" in the first box of this activity).
- Consider developing an electronic mailing list of interested individuals and even an online community of practice. Online communities can exist in the form of social media, online forums, and webinars. These platforms are helpful because they can be used to collect and organize input and feedback.

Action Steps

CUSTOMIZABLE

| Specific Information to Communicate/Elicit | Key Message |
|--|-------------|
| | |
| | |
| | |
| | |

TEAM-BASED

DETAILED

Section 3: Differentiating Communication to Stakeholders

Instructions: Please complete the following chart to determine strategic approaches to communication for each stakeholder group. Consider your district's specific context, and add specific relevant parties as you complete the chart. Various stakeholder groups are listed as placeholders. Use the audiences named in Section 1, page 4 of this guide to begin completion of this chart. From completed tables in Sections 1 and 2, add the key messages and communication channels.

| Stakeholders | General: Key Messages | What They Need To Know (tailored message(s)) | Questions: What We Need to Learn From Them (if a two-way communication) | Communication Channel and Timing (how and when) |
|------------------------------|-----------------------|--|---|---|
| [Students] | | | | |
| [Parents/Guardians] | | | | |
| [Teachers] | | | | |
| [Principals] | | | | |
| [District administrators] | | | | |
| [Local school board members] | | | | |



UPCOMING WEBINARS

DISTANCE LEARNING
WITH AN EQUITY LENS

JUNE 16 at 1 PM

HYBRID LEARNING
WITH AN EQUITY LENS

JUNE 23 at 1 PM



tinyurl.com/playbookS2



QUESTIONS?

Thank You!