

Overview of Educational Services Programs and Professional Development 2018-19

August 28, 2018

Presentation Goals

- Review major goals of Educational Services Department
- Revisit MTSS model and rationale for implementation
- Outline key components of MTSS implementation
- Outline key strands of professional development supporting MTSS implementation
- Identify other ongoing strands of work supporting and/or aligned to MTSS implementation

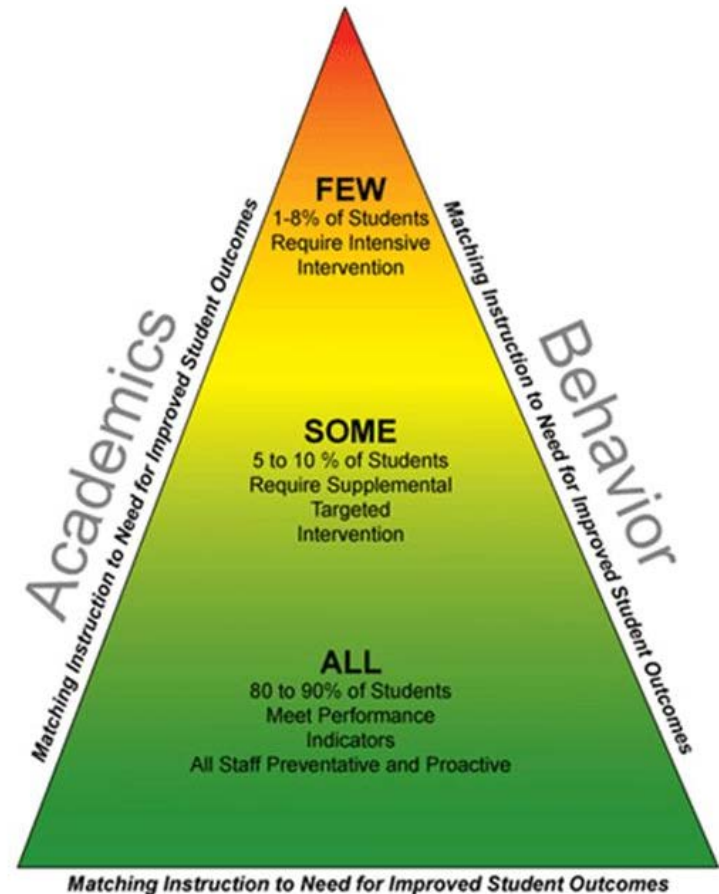
Educational Services Department Goals

- Implement an effective Multi Tiered System of Supports (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Multi-tiered System of Supports (MTSS)

MTSS Defined:

An integrated, comprehensive framework that focuses on standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. (California Department of Education)



Rationale for Goals

- District vision of Excellence and Equity for All Students
- District belief that Everyone Belongs Here
- County guidance through Differentiated Assistance Process (responding to needs identified in AUSD's California School Dashboard performance)
- Ongoing review of data revealing gaps in academic performance and disproportionate disciplinary outcomes based on race/ethnicity, socioeconomic status, language fluency, and ability.

Key Components of MTSS Implementation

- Universal Design for Learning
- Restorative Practices
- Assessment Systems (including screening/diagnostics)
- Standards-aligned Instructional Materials
- English Language Development Program
- Special Education Strategic Plan Implementation
- Instructional Technology Integration

Universal Design for Learning (UDL)

Universal Design for Learning

Affective networks:

THE **WHY** OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

Recognition networks:

THE **WHAT** OF LEARNING



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

Strategic networks:

THE **HOW** OF LEARNING



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



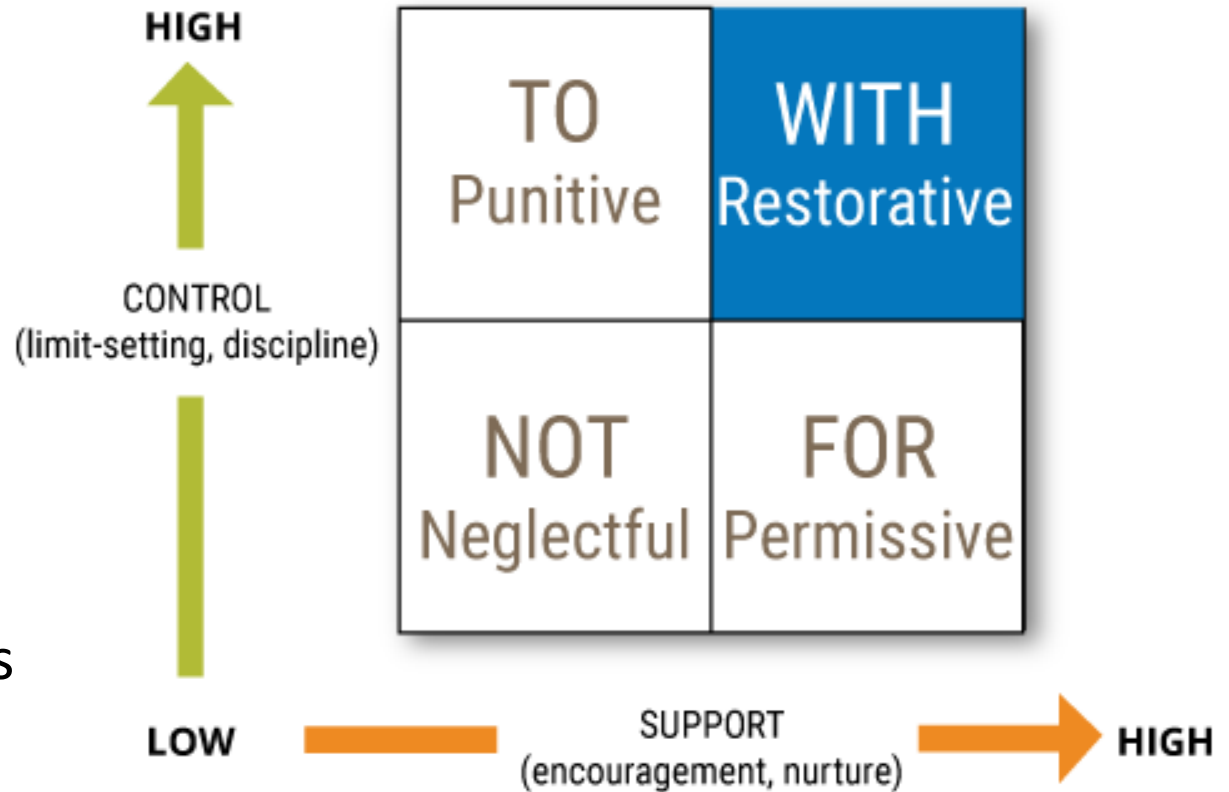
Differentiate the ways that students can express what they know



A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn (Center for Applied Special Technology (CAST))

Restorative Practices (RP)

System for strengthening relationships between individuals as well as social connections within communities (International Institute for Restorative Practices (IIRP))



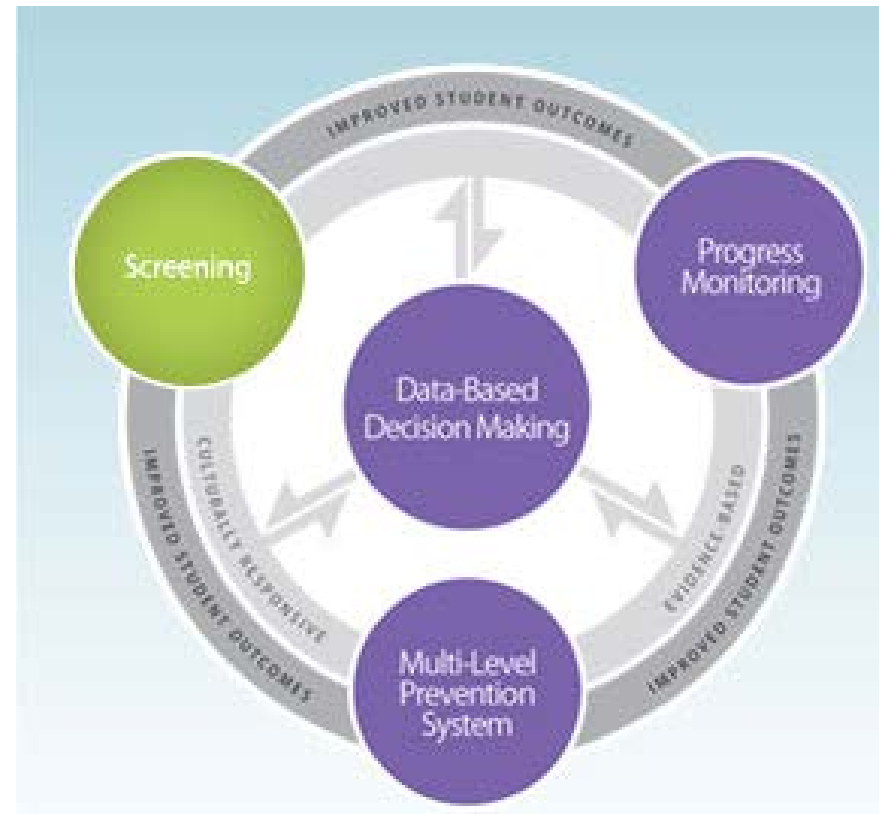
Adapted by Paul McCold and Ted Wachtel

Assessment System

Screening is the first step in identifying students who may struggle to learn and is focused on target skills.

Ongoing progress monitoring determines whether the core instructional program is working for a given student and assesses the response to Tier 2 support/intervention.

(RTI Action Network)



2018-19 will include the initial implementation of the Renaissance Star 360 Assessment System at K-5 and planning for 6-12

Standards-Aligned Instructional Materials

Recent Implementations:

- K-5 English Language Arts
- K-12 Mathematics
- 6-12 World Language
- K-8 NGSS aligned science materials

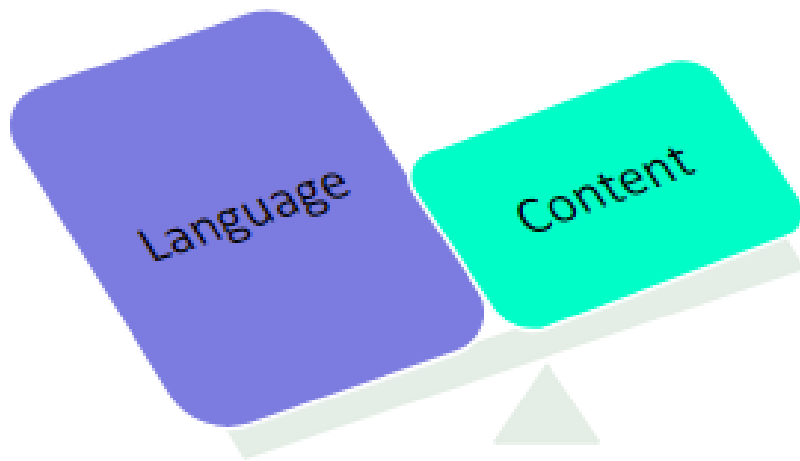
2018-2020:

- History-Social Studies materials (aligned to new framework)
- NGSS-aligned 9-12 materials
- Ongoing refinement of 6-12 ELA

English Language Development (ELD) Program

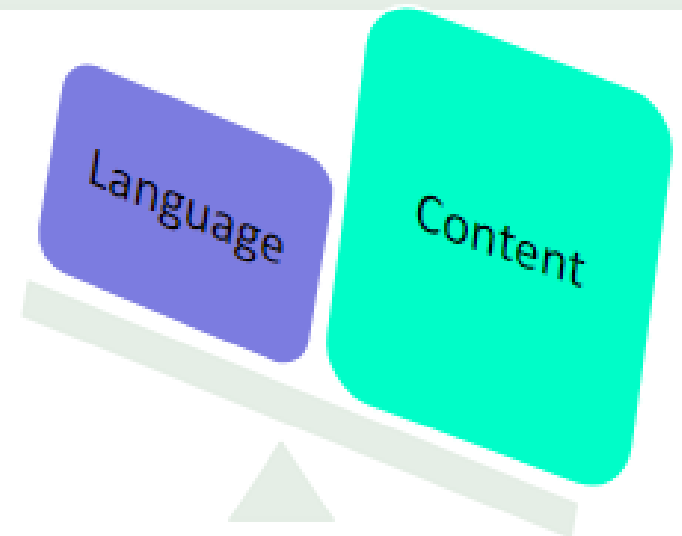
Develop students'
English proficiency targeting
ELD Standards

Designated ELD Instruction



Provide meaningful access
to grade-level academic
content instruction

Integrated ELD Instruction



Special Education Strategic Plan Implementation

Mission:

To *support, prepare, and empower* our diverse learners in a least restrictive, most inclusive environment that is **safe, culturally responsive, and academically rigorous** and that is taught and supported by *highly trained* professionals so that all students can participate meaningfully and excel as contributing members of our community.



Program Priorities:

1. Intervention and Identification
2. Service Delivery Model
3. Systems of Support
4. Leadership and Communication
5. Monitoring and Compliance

Instructional Technology Integration

Current and
Emerging Focus
Areas:

- G Suite (Google)
- Curriculum embedded technology
- High leverage apps
- Digital Literacy Skills
- Computer Science/Coding

Enhancement

Redefinition

Tech allows for the creation of new tasks, previously inconceivable

Modification

Tech allows for significant task redesign

Augmentation

Tech acts as a direct tool substitute, with functional improvement

Substitution

Tech acts as a direct tool substitute, with no functional change

Transformation

Professional Development and Support

(NEW) Three-year Cohort Model for all sites:

- Restorative Practices Training
- Anti-bias/Equity Training (Facing History and Ourselves)
- Assessment System (Screeners/Diagnostics)

Ongoing Districtwide Training includes:

- English Language Development (ELD) Cohorts
- Training to support curriculum implementation (K-5 ELA, SIPPS (Reading Intervention), Inquiry by Design (IBD), Math support, Orton-Gillingham (Multisensory Reading instruction), History-Social Studies framework training)
- Instructional Leadership Team, Teacher Induction, Administrator Induction

PD is delivered/supported by Educational Services staff, teacher coaches, other teachers on special assignment, teacher leaders, principals, and partners.

Key Strands of Work Aligned to MTSS Implementation

- Implementation of student Dress Code Pilot Policy
- Ongoing development of Homework Policy
- Review and revision of secondary policies governing pathways to graduation (including, but not limited to, alternative credits, continuation program, and math pathways)
- Ongoing consideration of later start times for secondary schools
- Expansion of supports as informed by Mental Health Needs Assessment

Questions?