



Prepping for PROGRESS Closing Session and Resource Sharing

Amy Peterson: So welcome to Now that Your Backpack or Toolbox is Packed, Let's Promote Progress, our final session for Prepping for PROGRESS. Today we're going to just reflect on what you've learned across these past couple days. We'll think about some of the lessons we've learned and some of the things that we've heard, and then we'll also share again some of the tools and resources that you can find from the PROGRESS Center and where you can find some other tools and resources from our partners as well.

And before we get started and jump in, I want to say an enormous thank you and share my gratitude for you all participating in this event, for dealing with all of the challenges that come with a virtual event, but also the opportunities that come with that, because I have loved hearing from people across the country. I know that we have participants from—a large contingent from Ohio and from Arizona, we have folks from Rhode Island, I saw Montana, I saw so many different places. So, you know, we wish we could all be together and be able to be learning together, but we also know that there's so much value in opportunity and being able to be here and learn from each other, virtually in this virtual space.

I think, a couple years ago, we couldn't even have imagined having a two-day event that was all done virtually and having the level of engagement and conversation and just reflection that you all have brought to these opportunities. So, we really appreciate you taking the time from your busy summers, from the start of your school year, from your work with students. We hope that this information, tools, resources, and all of the learning that was shared was beneficial for you. So again, we are just so grateful for you for being here, for taking the time, so we want to say a huge, huge thank you to you.

I want to remind you as well about the opportunities as that we learned across the event. We had the keynote session to start us off, we had those strand sessions. We had some networking opportunities, we had such an amazing dynamic panel of stakeholders this morning. It was powerful to hear from Billy and Nicole and Amy and Donna, facilitating that conversation, about really what we need to think about when we think about promoting progress for students with disabilities in our schools, how do we support our educators, support our students, support our families, support our administrators and others as we think about supporting and making a difference for students with disabilities.

And then we have the opportunity for these concurrent sessions that we just attended. We had sessions around belonging and family engagement and fidelity and implementation. We had sessions around special education law. We hope that those were really valuable for you as you dug into some topics of interest a little bit deeper. We know that you probably are interested in a lot of the sessions that you weren't able to attend, we had things going concurrently, and so, as I've said a couple times during the session, all of those sessions were recorded and barring any major technology issues, they will be posted on the PROGRESS Center website on that Prepping for PROGRESS archive page for you to access after the event.

In the event that you had any technical difficulties, we will make sure to get a recorded version of that presentation up and available for you as well. But we don't think we've ran into anything too major, and we had some double opportunities for some of those concurrent sessions, so we should be good to go. We're also going to chunk down those recordings for the keynote and the panel, so you can really target the key content that was shared during those sessions, rather than hearing all of this background information, one more time so that will be available for you, after the event as well.

I wanted to just remind us of some of the big messages that we talked about across these sessions. You'll see that a lot of the content and the conversation was very similar across these sessions, and that's because we really want to get hit home, some of these throughlines, right, we want to think about our FAPE requirements as we're developing and implementing that high-quality educational programming.

Thinking about our considerations for the procedural, the substantive, and the implementation requirements, what it takes for us to really develop and implement effectively. And we thought about that in the bike analogy that Tessie introduced starting in that keynote session on the first day, we talked about the program development as a procedural compliance component of our IEP. We have the parts of our IEP, or parts of our bicycle, we've got the wheels and the frame and the handlebars and the gears and the seat, and they can look a lot different depending on the type of bicycle we might be using.

But we also need to think about how those parts fit together as we think about the substantive requirements so, how does our plan align with our goals and our goals align with our specially designed instruction, our PLAAFP align with our specially designed instruction, and our monitoring plan? And we saw that graphic if you were in that strand session on day one that really showed, I think it was actually shared in both strand sessions that showed the arrows connecting all of those components of our IEP together and we need to have all of those parts of our bicycle connected together, meeting the procedural requirements, but also being meaningfully developed in order to make progress or move forward as a bicycle, right? So we think about kind of our bike coming together as the substantive requirements.

And finally, we need to think about kind of what that looks like for different students, right, we have different bicycles for different students, some might have some training pedals on them. Some might be a tricycle, some might have that buggy behind them, so it might be a tandem bicycle. It might be a racing bike or a road bike versus a mountain bike versus all of these different bikes, I think, as Tessie talks about having a cushy seat versus a less cushy seat.

You know, we have all of these different components that we need to think about as we think about those individual questions, that we think about those four guiding questions we talked about throughout the different sessions, really starting with: what do we want for our students, and then looking at: what are their needs? What is their current context? And what resources and tools and materials do we have to help support them, as we move forward? We can really start to shape kind of our knowledge of the student, in order for us to help select the bicycle that will best drive them forward to make progress, right?

But our best bicycle does not do any good if it's sitting in our garage or outside under a tarp or whatever you might wherever you might put your bicycle. We need to make sure that we're driving that bicycle forward toward progress, and so you can see again here some of the considerations that we've talked about in order to support the implementation of that high quality educational programming. We know that educators need ongoing support, they need professional development and learning and coaching, and support and resources in order to make sure that they have are equipped and have the capacity to implement the IEP that has been developed for the student.

We know that students need to feel that sense of belonging, we need to know that educators need to feel that sense of belonging in their schools, we know that the families that are part of our IEP teams need to feel that sense of belonging in our schools, we need to think about what those dimensions of belonging can bring to the table as we think about supporting students with disabilities. We know we need effective instruction, service delivery, across our implementation and thinking about how we're engaging in an ongoing way and partnering with families to really move the needle for our students to get to know our students and to help support them, as we move forward.

And we know that there's that data and ongoing teaming component that really drives our work as we look to refine and revise while we look at our implementation fidelity and improve our practices, over time, when we look at our systems to improve the supports that we're providing to our educators, the ways that we're engaging families, the ways that we are enhancing belonging, our instruction effectiveness, and are we using data to drive those conversations, to help us on this path to progress.

So we want to really hit home those bike analogy, to help you guys think about kind of how we brought together these components, to think about the development and implementation and we saw this

equation a million times as well, and these presentations to really help us think about those components of development, but we also need to think about what it will take to implement that programming effectively in order to improve access and outcomes and to continuously improve and refine our processes and programming over time, you know, recognizing that we might not get it right, quite right, the first time, but we're using the data that we're collecting over time, in order to refine our programs or processes, in order to improve our outcomes for students with disabilities and improve their access to instruction, and ultimately, their free appropriate public education.

So those were some of the themes that we heard and we learned throughout the day, but we want to hear from you all about what your big takeaways were across the idea of what it takes to promote progress. So we're going to throw a whole new system into our mix and use Mentimeter in order to get some of your reactions and your thoughts and your consideration, so I want you to reflect on what you've heard over the past few days. We're going to put in the chat a link to this Mentimeter page or, if you want to scan it with your phone, you can use that QR code that's right on the screen, or you can also go to directly to [menti.com](https://www.menti.com) and use the code in order to access the page to document a couple words or phrases or thoughts that come to mind about what it takes to promote progress for students with disabilities.

So take a second reflect on what you've heard over the past couple days, some of the takeaways, and then identify a couple words or phrases or thoughts that you have in order to really think about promoting progress. So Mia will drop the Mentimeter link in the chat for you, you can go click on that directly you'll get to a page where you can enter that information or, if you want to use the QR code, you can do that as well. I'll leave this up here for just another minute and then I'm going to flip over so you can see what it looks like on the back end with the responses that are coming in. And let us know if you're struggling with getting to the Mentimeter as well, we can help you in doing that I know we're throwing a whole new system in toward the end of the event.

Alright, I'm going to close down my PowerPoint slide for a second so that we can then, see some of these great words that are coming in for how we can think about promoting progress. So we're seeing some big themes of collaboration, we're seeing fidelity, we're seeing belonging, we're seeing person centered supports for student advocacy. I love this, it's continuously moving and so it's hard to follow, but it's great to see some of these important words. Systematize, compromise, energy, time, family engagement, that important aspect of family engagement. I see data in there and SDI. I'm loving the fidelity and the belonging the collaboration, the high expectations really coming through.

So keep on putting your thoughts in there, and if you're struggling with Mentimeter and you want to just use the chat you can do that as well. I love the self-advocacy and the empowerment, high leverage practices and the thoughts about ecosystem. Alright, well, thank you so much, and continue to add those words in here. We'll take a screenshot of this afterwards and make this something that's shared

to that you can take a look at as a reflection for this event. But I think it's so important that some of these key words that we see coming through around high expectations, around belonging, around fidelity and collaboration and consistency. They are also important, as we think about starting the school year off what can we do to keep really thinking about the student. That's the center of this work, but also thinking about how we're creating opportunities for belonging, how we're putting those practices into place and how we're doing that, as a team to really work collaboratively across our different roles and experiences in the system.

Alright, so I'm going to give you another QR code here just for a moment and we're going to give you a couple minutes, because we know that it's always hard to find time to actually reflect and fill out short evaluation surveys, but we want to hear from you all about what worked and didn't work from this event for you. So the QR code up here on the screen will take you to a short event survey. Mia will also drop it directly into the chat, a link to the evaluation form itself. So please fill out that evaluation form there, we want to use that information to help better meet your needs in the future, figure out what worked well for you, what didn't work. We know there are challenges with virtual technology, so we, and we are new to this as an event structure for so many people, so we appreciate you taking a little bit of time to reflect on those sessions that you attended to share what you liked and what you didn't like about the event.

So I'm going to give you guys just a couple minutes now to fill start filling that out quietly so that you don't have a lot of distractions or background noise to have to deal with.

Alright, I know that wasn't enough time to completely fill it out, but I hope you got started with that survey and are able to take a couple moments after the event to kind of keep filling it out, either while I'm sharing these last couple sections, with the resources and some other tools or you know, quite right after the event, you can finish filling that out, but we want to hear from you. So, we really appreciate you taking the time to fill out that survey.

So next, I just want to rehash and share again where some of the resources and tools that we talked about over these past couple days are located on the website. I'm going to flip over and pull over the actual website to show you, but you can see a version of the promotingprogress.org website on here as well. So I'm hoping this all worked OK, and then now you see the promotingprogress.org actual website.

You'll see up here at the URL and then you'll see the toolbar across the top that shows us all of the key tabs and information for the materials that we shared today. As I noted earlier, one of the key places that you want to go and look for any of the tools and information that we talked about across the course of these last couple of days as this news and events section. Under there, you'll see this Pepping for Progress 2022. If you click on that, you'll get our homepage with all of the event archive and

materials that we talked about. You can expand these accordions in order to access the session materials, you can find the slides for the sessions, as long as well as any other resources and links that were highlighted during the session.

So in the welcome you could see that we had the path to progress self-paced module that aligns with the content that Tessie shared during the session, as well as the Stories from the Classroom video that she highlighted with Billy in it. We will also put the recordings for each of the sessions on this page, so this is your go-to, one-stop shop for all of those tools and resources.

There are a couple other key places that I want to just orient you to on the website that you can find the tools and resources that you're looking for. The first is the development page. You'll see that, just like our equation that we've been talking about, we have a tab for both development and implementation. Under the development tab, you'll see all the tools and resources related to present levels of academic achievement and functional performance, also expandable there, so you can access those different tools and resources, some of the collection of tools there. And you'll see measurable annual goals and monitoring plan, specially designed instruction, and so much more. Then you can also see some key highlighted resources at the bottom. One of the key resources that we have shared time and time again throughout the sessions are these IEP tip sheets, those are those two pages, or sometimes three pages, that highlight some of the key components of our IEP and considerations for implementation, as well as what IDEA says about those. So that's the key resource that I really want to hit home for you all.

And you can find similar information under the implementation tab, so again same structure with being able to access the open accordion to find key resources and tools. These instructional practice briefs that have been mentioned across multiple sessions, that really look at some of the high leverage practices that have been found to be effective across different age categories and disability categories for supporting students with disabilities, thinking about how we effectively plan, deliver, review, and intensify instruction. Thinking about the considerations for teaching social behaviors, cognitive and metacognitive strategies and instructional technology. There was a webinar that was also held on this topic, so if you want to access that webinar you can see that here as a related resource.

So great information there for you to access more information about instructional technology. You can also find all of those belonging resources, so we saw that come up as one of those keywords that everyone highlighted, and you have some had a chance to attend some of the sessions around belonging. So you can see an archive video or recording of the webinar that Dr. Erik Carter did that highlighted those 10 dimensions of belonging, 10 Ways Schools can Foster Belonging among Students With and Without Disabilities. You'll also see the Stories from the Classroom video around finding belonging, that features the experience of a young adult with a disability and her experiences with the importance of belonging and not belonging at school, and some of the considerations there on that

page. You'll also find some discussion guides and resources to help kind of facilitate conversations around belonging.

If that's a topic of interest for your school, as you think about starting the new year and resources from our partners as well, you can see here this guide from TIES that again really highlights the information around belonging for students with significant cognitive disabilities, the same through lines and threads of those same dimensions, really thinking about for a specific population of students as well.

If you open the data collection and continuous improvement tab, you can see some resources related to supporting progress monitoring from the IRIS Center as well as tools for selecting progress monitoring from NCII and a staff instructional routine for engaging students in progress monitoring that was both a webinar as well as related tools, and if you were in our fidelity session, you saw that student intervention implementation log. So that might be a resource that you want to take a look at. So lots of different tools and resources that are available there on that implementation tab.

Another drop down tab that you might be interested in exploring is really thinking about the resources and tools for specific audiences. So if you are an educator you can find some curated tools and resources for you and your role as an educator, same for local leaders or families and students, for faculty and professional development providers. We saw on the families and students tab I shared earlier, the student led IEP resource that was highlighted that Billy and his team put together. Resources from the Center for Parent Information and Resources, the parent centers related to developing your child's IEP, and so much more. So you might explore some tools and resources there.

I know there was a question in our early session about a podcast, we have a couple podcast episodes that we've been putting out, so you can find the Path to PROGRESS podcast also from that drop down, and the whole collection of stories from the classroom videos so both those videos related to finding belonging, hearing parents' priorities, high expectations, the one that we looked at with Billy, the importance of words and Julie's experience about recalling an experience in high school when she heard a poor choice of words that really impacted her. We heard from Amy Campbell this morning, and you can see her video up here as well, and we will continue to populate this with additional stories. So if you have a story that you would like to tell, let us know, and we can definitely share those as well.

Another big tab that I want to bring your attention to and highlight is our online course content, these are self-paced learning modules that include related resources, as well as checks for understanding, and you can get a certificate for completion once you complete one of these modules. So you will need to sign up for an account in order to access the module. This is an example of one of them, introduction to federal and state laws, if you click on go to online modules, you will get taken to a page that's the landing page for our learning management system or learning module library that we partner

with the National Center on Intensive Intervention on, so you can find their resources and tools there as well if you're interested in really thinking about data-based individualization what it takes for implementing intensive intervention.

But as long as you sign up for and register for an account, then you can access those online modules that will allow us to know that you've completed that module and you'll get that course certificate at the end of that module. So those are great tools and resources, and one of them that just got posted was around planning for instruction that really aligns with that instructional practice brief. So we encourage you to explore these different modules, they hit home, a lot of the content that you might have heard across these past two days. They include those checks for understanding, you don't have to do that course all at once, you can stop along the way, come back and join where you have left off. So lots of different information there for you around those different content areas. We are still working on populating our training series with additional tools and resources and ways to think about packaging that material over time.

So lots of great resources and tools there. If you're looking for the site search, you can find it up here at the top or under resources and tools, if you click on all resources and tools, you will see everything that's located in the library, including our online modules and our videos and our webinar. And you can go ahead and filter by any category that you might like, if you're really interested in finding user guides or videos or webinars or webpages or whatnot, that's where you would find all of that information.

So, again just wanted to highlight some of those key places on the website where you can learn more. You can of course see up here as well, our Facebook and Twitter and YouTube channel So if you want to connect with us on any of those social platforms, you can do that there. I'm going to flip back over quickly and pass through these couple slides that just show those resources that I just highlighted and again ask you to connect with us, with any tools and resources, and one thing that I see a question in here about the certificates for completing these sessions. If you had identified, when you registered either for the general session on day one or two, that you are interested in a certificate of completion, we will work behind the scenes to collate the different sessions that you attended and develop a certificate that we will send out to you. Our goal will be to send that out within the week or so, to the best of our abilities, but look out for that. We will send those along.

If you didn't get a chance to express that you wanted a certificate of completion in your registration, you can go ahead and let us know at progresscenter@air.org, and I bet Mia or somebody else on our team can put that email in chat for you, so you can access that. But those will go out to everyone who was interested in a certificate of completion, it will have a total of all of the different sessions that you attended, as well as an overall kind of time frame for it, for your participation in the event across the past couple of days. So look out for that, if you have any questions or issues don't hesitate to follow up with us with any of those, but that will be coming to you if you requested that if that's a resource, you

would like.

We have said many times across these past couple days to connect with us on Facebook and Twitter at @K12PROGRESS and to sign up for our email, our ongoing emails and newsletter, that you can do either at the bottom of the homepage or at this link, which you can see up here on the slide. And definitely reach out and continue to connect with us, that's the best way to kind of keep up to date, between our social media and our newsletter, with new tools and resources, both from our center, as well as from our partners around these tools and resources that can best support you.

And last but not least, I wanted to share another upcoming event that's available through the Department of Education and the Office of Special Education Programs, called Smart Beginnings 2022-2023. This is a virtual three-day technical assistance event, if you haven't gotten enough of virtual events and you want to join another virtual event next week, there is more time and more opportunity for you. There will be lots of other sessions related to a number of different OSEP centers and others to really support local education administrators service providers, teachers and parents in order to kick off the school and really think of a school year and really think about some of the challenging things that we are experiencing in our schools, but also thinking about some of the opportunities we have to start the school year off right. So look out for that, if you want to sign up for that the registration link and to learn more about the opportunity just got put in the chat box for you there as well.

So I'm giving you back nine more minutes. So if you didn't have a chance to finish filling out your evaluation survey already, you have nine more minutes until the top of the hour, in order to do that. Again, I want to say a huge thank you and my appreciation for you, taking the time these past couple of days to participate in this event, to join us, to learn with us, to share your learning. We really appreciate it, so thank you again. Look out for those recordings, look out for your certificates coming your way as soon as we possibly can get all this information packaged up and ready for you. And Mia just put the survey link in the chat for you once more, so if you didn't get it earlier go ahead and pull that up right now, and you can fill that out, one more time. So thank you again so much. And we will hang on for the next couple of minutes as well, if you have any lingering questions or considerations that you want to share.

Alright, everyone, well, thank you once again, and as you wrap up with your surveys, we really appreciate hearing from you all, and your experiences. And we're going to go ahead and close this up, but thank you again, have a wonderful school year, keep in touch with us, share these resources out with your friends and your colleagues and others that might not have been able to be here.

Let us know what you need, what will be helpful for you, and we will do our best to kind of continue to develop resources and tools that will meet those needs and share our resources with you all. So thank

you again, stay in touch, and have a wonderful rest of the week, and a great start to the school year.
Thank you.