



Supporting Students with Unfinished Learning and Diverse Needs

Diverse Learners Leadership
Job Alike Session

May 11th, 2021



District Management Group | Helping Schools and Students Thrive

Agenda

Welcome & Overview

Sharing Insights pt. I

Learning from Peers pt. I

Sharing Insights pt. II

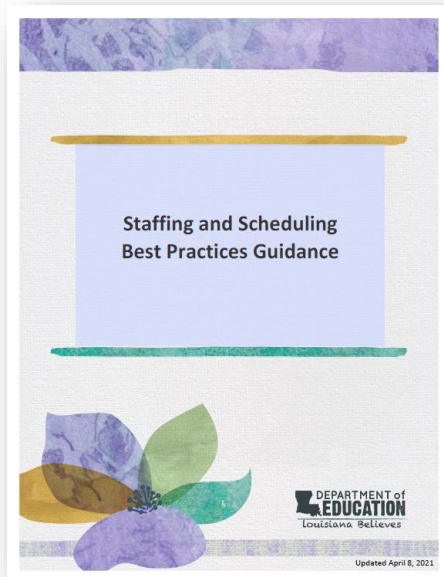
Learning from Peers pt. II

Closing



The Louisiana Department of Education has partnered with District Management Group, a Boston-based public education consulting firm.

LDOE Partnership with District Management Group (DMGroup)



Comprehensive Guidance Document

- Details best practices for addressing unfinished learning and meeting the needs of diverse learners
- [Document Link](#)



Supports for LEAs in Implementing Best Practices (*Spring – Fall 2021*)

- Live webinars, resource sharing sessions, and question & answer sessions
- Opt-in intensive regional technical support and district specific coaching



LEAs can opt into additional supports with DMGroup for targeted and more personalized technical assistance for a small fee.



Regional Technical Support Series

- Three regional technical support sessions for LEAs to **receive in-depth training and guidance** on best practices from DMGroup experts.
- Individualized **“just-in-time” coaching sessions** for LEAs with DMGroup experts to discuss LEA-specific questions and challenges.

Pricing: \$2,500 per LEA – Covers Regional Technical Support Series and Coaching Support.

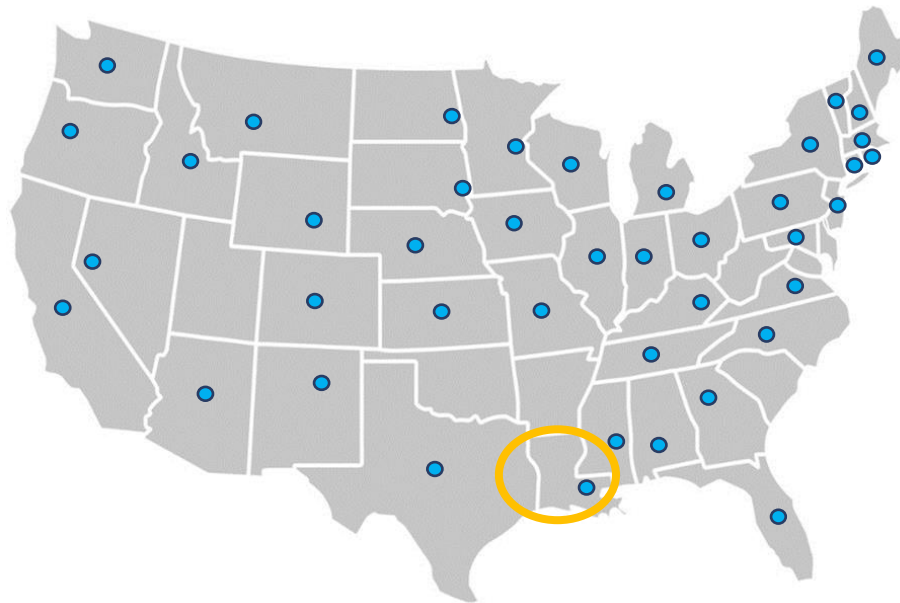
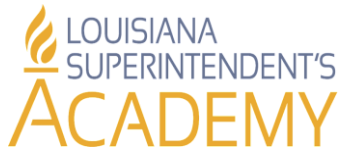
Note: This support is subsidized by LDOE and qualifies for CARES Act Funding. Systems may bring a team of up to 8 leaders.

Register by June 18th

[**Link to Learn More**](#)

DMGroup brings experiences from hundreds of districts and agencies of all sizes and types from across the US, including many from Louisiana.

DMGroup Experience



700+
Districts

40+
States

10+ million
Students Supported



Job alike sessions are in direct response to the request of school and district leaders across Louisiana for a forum to collaborate with peers.

Rationale Behind Job Alike Sessions

- **LDOE and DMGroup interviewed districts and networks across Louisiana :**
 - Resounding feedback that there was a desire for:
 - Opportunity to collaborate between districts across the state
 - Collaboration needed to be virtual and easy to access
 - Discussion topics needed to be relevant and practical



- **LDOE and DMGroup are responding to your needs:**
 - 4 Job Alike Groups, with 3 rounds of sessions over the next several months
 - Topics for discussion are and will continue to be based on the input and voices of participants
 - Job alike sessions are a new format for us and for you
 - We will incorporate your feedback and continue to improve the structure and focus of sessions.



Job Alike sessions bring together individuals from across the state who serve in similar positions.

Overview of Job Alike Session



1. **Sharing Insights** – DMGroup will share relevant guidance and best practices based on the input of session registrants.

Today's topics include:

- Supporting ELs and Students with Disabilities with Acceleration
- Supporting the SEL Needs of Students through Relationships and Student Engagement



2. **Learning from Peers** – Session participants will join breakout sessions to have small group discussions with their peers.

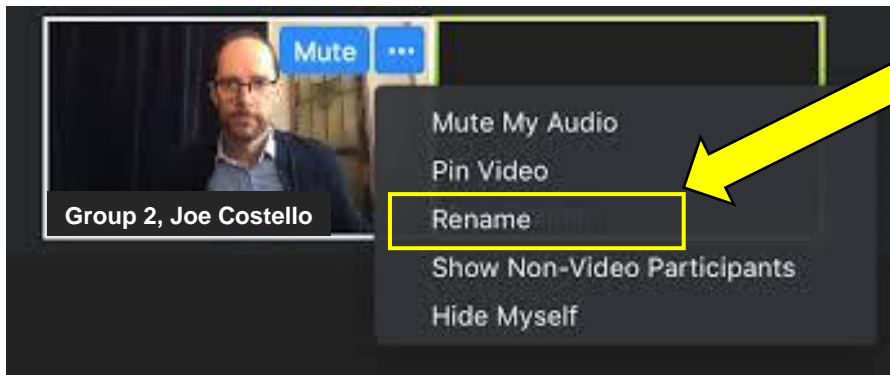


Please change your 'name' on zoom based on the breakout room that best fits you.

Directions for Breakout Rooms

- There will be 4 types of breakout rooms for this session based on specific criteria:
 - Group 1: EL – Small Districts (<3k Students)
 - Group 2: EL – Med/Large Districts (>3k Students)
 - Group 3: Special Education – Small Districts (<3k Students)
 - Group 4: Special Education – Med/Large Districts (>3k Students)
- Change your name on Zoom to the following:
 - Group #, Name
 - Ex.

Group 2, Joe Costello



To rename on Zoom:

- Click on your picture in the Zoom window
- Click on the three dots (...), then select 'Rename'
- Rename yourself according to your desired breakout room.



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There are established best practices to help address unfinished learning—our session today will focus on two interrelated topics.

Overview of Best Practices

High-Quality Core and Literacy Instruction

- 1 High-quality core instruction is the foundation.
- 2 Effective literacy instruction is central to student success.

Extra Instructional Time from Content Strong Staff

- 3 Students with unfinished learning and diverse learners need extra instructional time to catch up.
- 4 Both core instruction and acceleration must be provided by content strong staff.

Social & Emotional Needs and Equity Matter Greatly

- 5 Meeting the social, emotional, and behavioral needs of students supports academic achievement.
- 6 Equity should be at the forefront of all these strategies.

Today's Focus



Diverse Learners Leadership Topics

1 Supporting ELs and Special Education with Acceleration

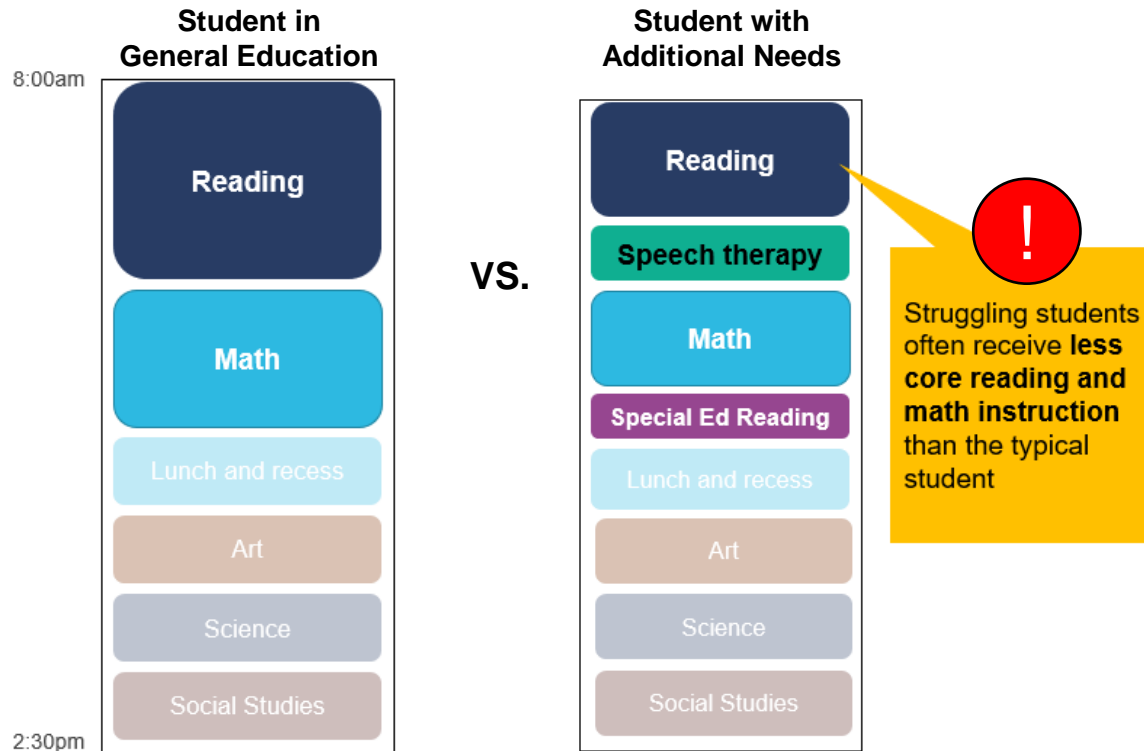
2 Supporting the SEL Needs of Students through Relationships and Student Engagement



Supporting English learners and students with disabilities who have unfinished learning starts with preserving time in core instruction.

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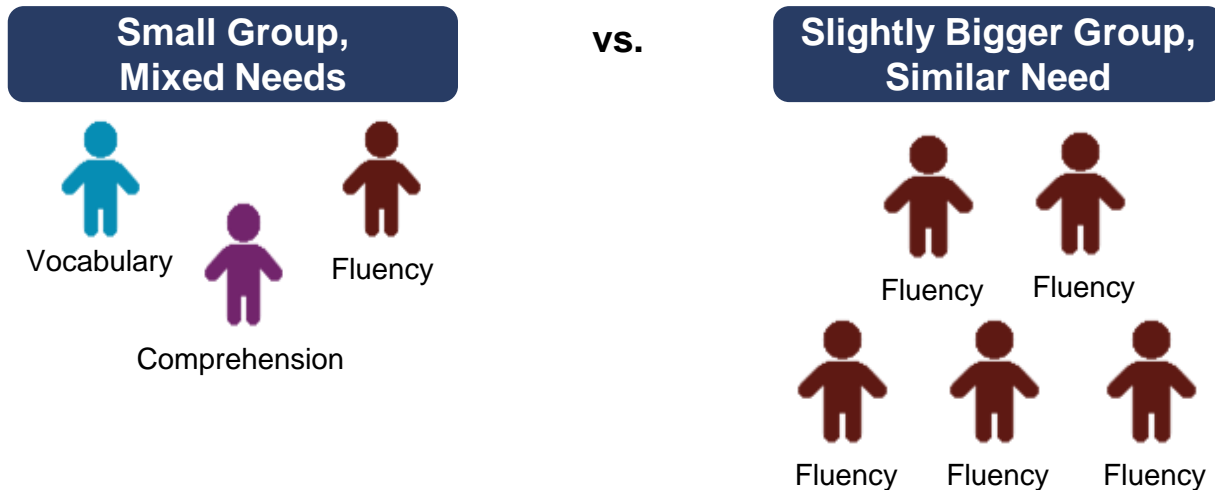
1. Don't pull students out during reading and math – preserve core instruction.
2. Every additional minute of pull-out is a lost minute of general education.



Supports for diverse learners should utilize content-strong teachers and strategic student groups.

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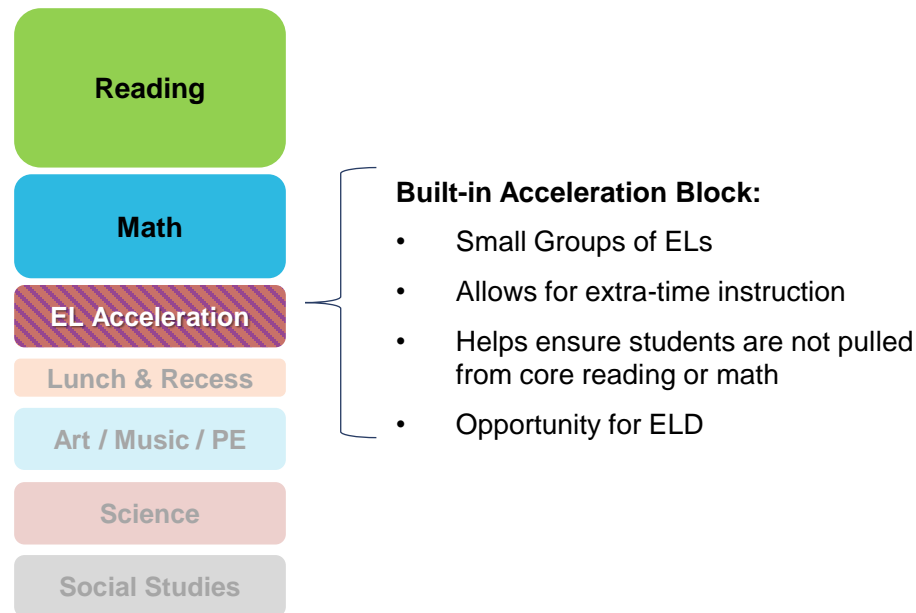
3. Favor services that provide students with extra time, not extra adults.
4. Allow content-strong general education staff to provide academic services.
5. Who is in the group matters more than group size – group students by similar need.



Supports for ELs should preserve core instruction and weave in English language development during acceleration when possible.

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1. **EL programming should include direct and indirect English language development (ELD),** depending on identified needs of students.
2. **Indirect ELD can be provided during acceleration,** especially when ELs are grouped together.



LDOE Additional Resources for ELs:

- [Guidance to Support English Learners](#)
- [English Learners Library](#)
- [EL Classroom Differentiation Plan](#)
- [Achieve Funding Guidance for ELs](#)



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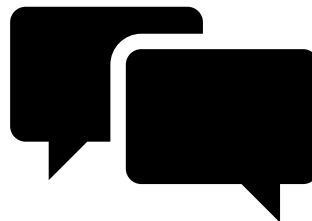


Opportunity to Learn from Peers

Directions:

- Identify a facilitator for the group, if no volunteers, the person with a birthday earliest in the calendar year will serve as facilitator.
- Discussion Questions:
 1. ***What is one strategy that you are going to use in the upcoming school year related to supporting ELs and students with disabilities with acceleration?***
 2. ***What is one challenge for which you would like help from the group related to supporting ELs and students with disabilities with acceleration?***
- Group members are then encouraged to ask clarifying questions and respond.

~ Group Discussions will last for 20 Minutes ~



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Diverse Learners Leadership Topics

1 Supporting ELs and Special Education with Acceleration

2 Supporting the SEL Needs of Students through Relationships and Student Engagement



Districts, networks and schools might focus on strengthening relationships between students and staff to make students feel more connected.

Strategies to Build Student-Staff Relationships

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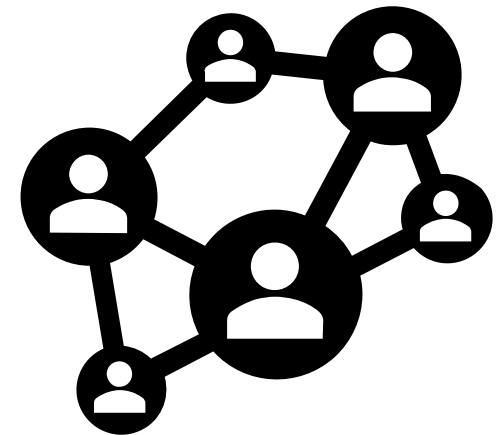
1 Pair students and staff with common interests

2 Structure time around meaningful activities

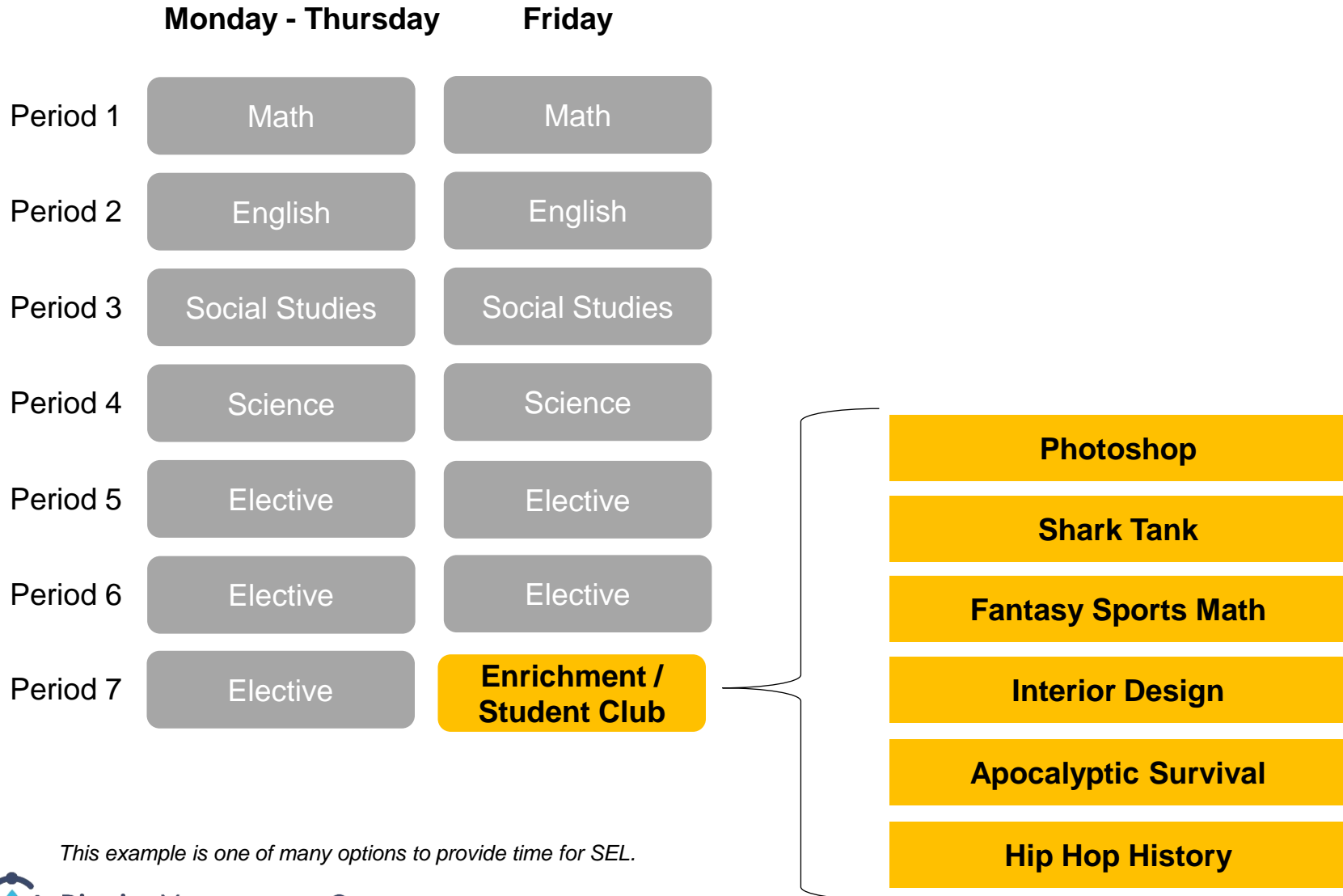
3 Prioritize quality of time over quantity

4 Keep groups small

5 Avoid previously strained relationships



“Specialized Enrichment” courses or weekly clubs allow staff and students an opportunity to build relationships through shared interests.



This example is one of many options to provide time for SEL.



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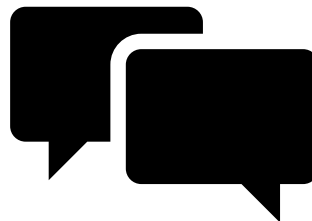


Opportunity to Learn from Peers

Directions:

- Identify a facilitator for the group, if no volunteers, the person with a birthday earliest in the calendar year will serve as facilitator.
- Discussion Questions:
 1. ***What is one strategy that you are going to use in the upcoming school year related to supporting the SEL needs of students through relationships and engagement?***
 2. ***What is one challenge for which you would like help from the group related to supporting the SEL needs of students through relationships and engagement?***
- Group members are then encouraged to ask clarifying questions and respond.

~ Group Discussions will last for 15 Minutes ~



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The next round of job alike sessions, incorporating updated guidance and feedback, will take place in mid July.

Upcoming Support Activities

Participants must register in order to attend these sessions. Registration links will be forthcoming.

Date and Time	Webinar Title and Registration Link
July 13 at 11 am CST	Job Alike Session: District Academic Leadership
July 13 at 1 pm CST	Job Alike Session: Diverse Learners Leadership
July 14 at 11 am CST	Job Alike Session: Counselors and Counselor Leadership
July 14 at 1 pm CST	Job Alike Session: School Leadership



Q & A



Survey





District Management Group

Helping Schools and
Students Thrive

If you have any comments or questions about the contents of this document, please contact District Management Group:

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