Continuing Learning During the Coronavirus Crisis

Amy Campbell, 2020 Washington State Teacher of the year
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Pledge and Helen Baller Pledge

Pledge of Allegiance

I will do my best, to be my best.

I will be responsible, respectful and safe.

Together we can build self esteem

At Helen Baller we are a community of Learners.

We can LEARN! We will LEARN!
2020 Moving Inclusion forward

- History and Civil Rights Movements

- Examining Bias and shifting our thinking from see deficit to seeing asset, ability and potential

- Investigation of how we can overcome barriers to learning

- Focus on how honoring diversity means understanding we don’t and can’t all learn the same way

- Special Education is a SERVICE and NOT a place

- ALL Children CAN learn; we just need to find the way.
Micah’s Miles

Our schools (and now Continues Learning) are like the marathon course.

Access, ability, effort, other obligations put us at different places on the course.

As teachers we get the opportunity to choose to see potential for each of our learners,

If we believe each student can LEARN

All we have to do overcome barriers.
I needed to find a way to continue instruction.
Connect

- Reassurance / You are enough
- You are not recreating school
- School plans for service delivery, available resources
- We are still your team / We have a shared experience
- Personal connections for kids

*This can be a lonely time for everyone, but especially [students] with disabilities who often depend on school time to see and talk to other people.* - [http://blog.paraeducate.com/](http://blog.paraeducate.com/)
Collective Efficacy, Albert Bandura

When a team of individuals share the belief that **through their unified efforts they can overcome challenges** and produce intended results, groups are more effective.

**Collective** teacher **efficacy** (CTE) refers to a staff's shared belief that through their **collective** action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.

“Not yours, not mine, but ours” has to extend into the home.

We can all have a hand in moving each student forward

Believe in each other

https://thelearningexchange.ca/collective-teacher-efficacy/
Supporting each other by share what works

**Accommodations and Modifications:**

- Closed captioning/accessibility by screen readers/voice to text
- Modify the length or volume of instruction or work

**Sensory strategies:**

**Behavior Strategies:**

- Visuals, choice boards, tokens, timers, Positive Behavior Supports

**Social/Emotional Supports**

- Ways for everyone to share/respond/validate feelings
- How to re imagine what you are already doing to make it education
Collaborate/Coordinate

- Teacher collaboration (Specialists/gen ed/therapists/family /Admin)

  Develop, divide or distribute, prioritize work

  - clearly define goals and then LIMIT VOLUME

- Integration of therapeutic strategies

  - emphasis naturalistic fine/gross motor and speech practice

- How will you all hold each other up
We are Lifelong Learners:
Craziest Professional Development of our lives

“No Right Answers”
By Mark Gardner, March 25, 2020

“No plan will be without flaws. I also believe that no plan will guarantee every student will continue to learn; we have a hard enough time achieving that high bar even when the kids are in the same room as us. I don’t want us to be satisfied with a plan that is “good enough,” but I also don’t want us to be immobilized by perseverating on problems and obstacles.” [https://storiesfromschool.org/no-right-answer/](https://storiesfromschool.org/no-right-answer/)

-Continue to read, write, reflect
-Model how messy learning is
This is a movement, not a moment

Our discussions around equity and access need to continue to happen

Call to action for innovation to remove barriers

This is what we do;

we are teachers.
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