

## Platforms

Name:	Description:
Zoom <a href="https://zoom.us/home?zcid=2478">https://zoom.us/home?zcid=2478</a>	Zoom helps businesses and organizations bring their teams together in a frictionless environment to get more done. Our easy, reliable cloud platform for video, voice, content sharing, and chat runs across mobile devices, desktops, telephones, and room systems. <b>Videos:</b> Zoom Tutorial for Teachers <a href="https://www.youtube.com/watch?v=Ih5KGJ3DqvE">https://www.youtube.com/watch?v=Ih5KGJ3DqvE</a> Video Breakout Rooms <a href="https://www.youtube.com/watch?v=jbPpdyn16sY">https://www.youtube.com/watch?v=jbPpdyn16sY</a> How to Set Up the Zoom App for Parents, Teachers and Students <a href="https://www.youtube.com/watch?v=d7xXZxRDFUU">https://www.youtube.com/watch?v=d7xXZxRDFUU</a>
Google Meet <a href="https://apps.google.com/meet/">https://apps.google.com/meet/</a>	Premium video meetings. Now free for everyone. We re-engineered the service we built for secure business meetings, Google Meet, to make it free and available for all. <b>Videos:</b> How To Use Google Meet - Teachers Guide For Distance Learning Tutorial <a href="https://www.youtube.com/watch?v=EwNuSnVNeXY">https://www.youtube.com/watch?v=EwNuSnVNeXY</a> Google Meet Attendees & Breakout Rooms - Introduction <a href="https://www.youtube.com/watch?time_continue=27&amp;v=mD9qCAVMT9A&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=27&amp;v=mD9qCAVMT9A&amp;feature=emb_logo</a> Make Google Meet better with these 5 Chrome extensions <a href="https://www.youtube.com/watch?v=dw1rVmDc6mc">https://www.youtube.com/watch?v=dw1rVmDc6mc</a> Google Meet For Students Tutorial <a href="https://www.youtube.com/watch?v=MUXbgDOfrfY">https://www.youtube.com/watch?v=MUXbgDOfrfY</a>
<a href="#">Screencastify</a> <a href="#">Loom</a>	These are my two favorites for recording asynchronous content.

## Delivery Models

Outside General Education	Brick and Mortar Examples	Virtual Considerations
Consult	Weekly, Monthly, Every Two Weeks - Case manager, Related Service Provider or Special Education Teacher Check-ins with student on IEP goals and/or Supplementary Aids and Supports	<ul style="list-style-type: none"> <li>• Mutually establish meeting times using a shared calendar with the student and family.</li> <li>• Mutually determine service delivery method with the student and family.</li> <li>• If needed, teach students and parents how to use identified virtual platforms.</li> <li>• Send reminders (email, text etc) prior to established meeting times to the student and family.</li> <li>• Share contact options (email, phone, messaging through google classroom etc) with parents and students if appropriate for questions and meeting requests.</li> <li>• Recommendation: This type of service should be provided synchronously.</li> </ul>
Resource (Skills Groups)	<p>Example: Skills Groups, Intervention Instruction, content specific sessions, one on one instruction service hours based on IEP.</p> <p><b>Note:</b> If these services are being provided through instructional support, make sure the instructional support personnel is being supervised by a special education teacher. The instructional support personnel should be</p>	<ul style="list-style-type: none"> <li>• Mutually establish meeting times using a shared calendar with the student and family.</li> <li>• Mutually determine service delivery method with the student and family.</li> <li>• If needed, teach students and parents how to use identified virtual platforms.</li> <li>• Mutually determine asynchronous, synchronous or a combination of both.</li> </ul>

	<p>given lesson plans and activities by the special education teacher. The special education teacher should schedule regular meeting times for planning and communication purposes with the instructional support provider.</p>	<ul style="list-style-type: none"> <li>• Send reminders (email, text etc) prior to established meeting times to the students and families.</li> <li>• Share contact options (email, phone, messaging through google classroom etc) with parents and students if appropriate for questions and meeting requests.</li> <li>• Plan for logistics: <ul style="list-style-type: none"> <li>○ Can the student print at home?</li> <li>○ Does there need to be a plan to get some hard copy materials or manipulatives to the student? Is this a one time need or an ongoing need?</li> <li>○ Does specialized software need to be loaded on the students personal learning device?</li> </ul> </li> </ul>
Self - Contained	<p>Typically students being served through and adaptive curriculum. (GAA)</p> <p><b>Note:</b> If instructional support is a part of this classroom it should be utilized to hold small group instruction, complete data collection, monitor and implement behavior/ engagement plans. This could be done through breakout rooms, Private Chats, text to home facilitators etc. (You can be creative here!!!!)</p>	<ul style="list-style-type: none"> <li>• Mutually establish meeting times using a shared calendar with the student and family.</li> <li>• Mutually determine service delivery method with the student and family. (virtual platform, phone etc)</li> <li>• If needed, teach students and parents how to use identified virtual platforms.</li> <li>• Mutually determine asynchronous, synchronous or a combination of both.</li> <li>• Send reminders (email, text etc) prior to established meeting times to the students and families.</li> <li>• Share contact options (email, phone, messaging through google classroom etc) with parents and students if</li> </ul>

		<p>appropriate for questions and meeting requests.</p> <ul style="list-style-type: none"> <li>• Establish types of support (training on AAC devices, how to use any specialized equipment or online applications) parents will need to provide in order for students to participate.</li> <li>• Plan for logistics: <ul style="list-style-type: none"> <li>○ Can the student print at home?</li> <li>○ Does there need to be a plan to get some hard copy materials or manipulatives (behavior charts/task analysis protocols) to the student? Is this a one time need or an ongoing need?</li> <li>○ Does specialized software need to be loaded on the students personal learning device?</li> </ul> </li> </ul>
Inside General Education	Brick and Mortar Examples	Virtual Considerations
Co-Teaching	The Special Education Teacher is <b>present for the entire</b> general education segment based on IEP services.	<ul style="list-style-type: none"> <li>• Mutually establish planning times with the general education teacher.</li> <li>• Mutually establish meeting times using a shared calendar with the student and family.</li> <li>• Mutually determine service delivery method with general education partner.. (virtual platform, phone etc)</li> <li>• Mutually determine asynchronous, synchronous learning or a combination of both with your general education partner.</li> <li>• Special education teacher is on the virtual platform for the entirety of the</li> </ul>

		<p>segment for synchronous learning.</p> <ul style="list-style-type: none"> <li>• Implement effective co teaching models on the virtual platform for synchronous learning. (Parallel Teaching: using break out rooms, Team Teaching: teachers share delivering parts of the mini lesson, Station Teaching: Students in multiple break out rooms. Special education teacher could be assigned to a specific room or group to complete the station activities)</li> <li>• Asynchronous Learning: <ul style="list-style-type: none"> <li>○ Special Education Teacher provides cloze notes for video watching</li> <li>○ Special Education Teacher set-up time with special education students to preview or review (i.e. stop-start: check for understanding, reteach, build vocabulary, build background information address prerequisite skills etc) video contents and or notes.</li> </ul> </li> <li>• If needed, teach students and parents how to use identified virtual platforms.</li> <li>• Send reminders (email, text etc) prior to established meeting times to the students and families.</li> <li>• Share contact options (email, phone, messaging through google classroom etc) with parents and students if appropriate for questions and meeting requests.</li> <li>• Establish types of support (training on AAC devices, how to use any</li> </ul>
--	--	--

		<p>specialized equipment or online applications) parents will need to provide in order for students to participate.</p> <ul style="list-style-type: none"> <li>• Plan for logistics: <ul style="list-style-type: none"> <li>○ Can the student print at home?</li> <li>○ Does there need to be a plan to get some hard copy materials or manipulatives (behavior charts/task analysis protocols) to the student? Is this a one time need or an ongoing need?</li> <li>○ Does specialized software need to be loaded on the students personal learning device?</li> </ul> </li> </ul>
Collaborative Teaching	<p>The Special Education Teacher is <b>present for a portion</b> of the general education segment based on IEP services.</p>	<ul style="list-style-type: none"> <li>• Mutually establish planning times with the general education teacher.</li> <li>• Mutually establish meeting times using a shared calendar with the student and family.</li> <li>• Mutually determine service delivery method with general education partner. (virtual platform, phone etc)</li> <li>• Mutually determine asynchronous, synchronous learning or a combination of both with your general education partner.</li> <li>• Determine the portion of time the special education teacher is on the virtual platform for synchronous learning based on service hours and considering content delivery and instructional design.</li> <li>• Implement effective co teaching models on the virtual platform for synchronous learning. (Parallel Teaching: using</li> </ul>

		<p>break out rooms, Team Teaching: teachers share delivering parts of the mini lesson, Station Teaching: Students in multiple break out rooms. Special education teacher could be assigned to a specific room or group to complete the station activities)</p> <ul style="list-style-type: none"> <li>● Asynchronous Learning: <ul style="list-style-type: none"> <li>○ Special Education Teacher provides cloze notes for video watching</li> <li>○ Special Education Teacher set-up time with special education students to preview or review (i.e. stop-start: check for understanding, reteach, build vocabulary, build background information address prerequisite skills etc) video contents and or notes.</li> </ul> </li> <li>● If needed, teach students and parents how to use identified virtual platforms.</li> <li>● Send reminders (email, text etc) prior to established meeting times to the students and families.</li> <li>● Share contact options (email, phone, messaging through google classroom etc) with parents and students if appropriate for questions and meeting requests.</li> <li>● Establish types of support (training on AAC devices, how to use any specialized equipment or online applications) parents will need to provide in order for students to participate.</li> </ul>
--	--	---

		<ul style="list-style-type: none"> <li>● Plan for logistics: <ul style="list-style-type: none"> <li>○ Can the student print at home?</li> <li>○ Does there need to be a plan to get some hard copy materials or manipulatives (behavior charts/task analysis protocols) to the student? Is this a one time need or an ongoing need?</li> <li>○ Does specialized software need to be loaded on the students personal learning device?</li> </ul> </li> </ul>
Instructional Support	Typically a paraprofessional is providing services for a portion or entirety of a segment based on IEP services.	<ul style="list-style-type: none"> <li>● If these services are being provided through instructional support, make sure the instructional support personnel is being supervised by a special education teacher. The instructional support personnel should be given lesson plans and activities by the special education teacher. The special education teacher should schedule regular meeting times for planning and communication purposes with the instructional support provider.</li> <li>● Same options defined above for co-teaching and collaborative services would apply to instructional support as well in synchronous and asynchronous learning.</li> <li>● As always consider needed training and access for any instructional support provider who is being asked to deliver services in a virtual environment.</li> </ul>



## **Resources**

[Georgia's Restart Guide for Distance Learning and Professional Learning](#)

Engage families in establishing learning routines and positive learning conditions (See the Parent-Teacher Association's [Be a Learning Hero](#) guide and [CEEDAR Family Guide to At-Home Learning](#))

Consider Co-Teaching teams that have remote/hybrid and/or face-to-face access (See [Quick Takes CEC Tool](#))

[Supporting Students with Disabilities in K-12 Online and Blended Learning](#)

Virtual Progress Monitoring: <https://intensiveintervention.org/resource/FAQ-collecting-progress-monitoring-data-virtually>

[Providing Accommodations in a Virtual Environment](#)

[Collaborative Teaching Virtual Instruction Tips](#)

### **Google Classroom Resources**

[How to Create a New Class](#)

[How to Create an Assignment and a Topic](#)

[How to Add Students and Guardians](#)

[How to Create a Quiz](#)

[How to Use the Grading Tool](#)

[How to Use the Stream Page](#)

[How to Add Materials](#)

[How to Create Different Assignments](#)

[How to Copy a Course](#)

[How to Check Originality](#)

From GADOE:

- **Tips for Communicating with Parents During Virtual Learning**
- **Virtual Data Collection and Progress Monitoring**

[West Central GLRS: Special Education Resources for Virtual Learning](#)

[Ties Center: Building Engagement with Distance Learning](#)

[Understood: Coronavirus: Latest Updates and Tips](#) - Click and scroll down for useful information on various topics