

Highlights from Supporting Educators Webinar Series

This document highlights key points from each of the four webinars held this summer to support educators in preparing for the return to school. Short clips of the webinar recordings (links at the end of the document) and the full recordings are available on the Center's YouTube channel.

Introduction

The four-part Supporting Educators webinar series provided the audience with practical strategies and practices to promote a successful start to the school year following the COVID-19 related school closure. We began with a [message from MDE, Deputy Superintendent, Dr. Scott Koenigsknect](#). The document, [Continuous Improvement and the Supporting Educators Webinars](#), developed by MDE's MICIP Professional Learning Lead, Ben Boerkoel, highlighted the strong connection between the webinars' themes and the MICIP Mindset and Process.

Recap of the Four Webinars

Effective Environments

The Back to School, Back to Basics webinar, provided educators recommendations to enhance their established PBIS infrastructure to equitably support all students, families, and staff in this new normal. It is more important than ever for schools to critically reflect on ways to adapt and create educational settings that are safe, predictable, positive, and culturally responsive to all, whether it is in-person or remote learning. Dr. Brandi Simonsen's key ideas addressed:

1. [Prioritizing positive connections with students, families, and educators](#)
2. [Creating effective environments for students](#)
3. [Integration of social, emotional and behavioral and academic skills instruction](#)

By keeping these key ideas in mind, educators can act right away to strengthen their existing Tier 1 PBIS practices and procedures.

Social-Emotional Needs

Social-emotional well-being helps address the personal challenges experienced during the educational disruptions and return to school, creating a mindset for learning. After an abrupt interruption, returning to school (in person, online, or a hybrid of both) evokes the need for a continuum of social-emotional well-being and 'mental health for all' strategies. Susan Barrett focused the webinar on the following three strategies:

1. [A clear focus on recovery after an abrupt interruption](#)
2. [Expanding the school team and use of data](#)

3. [Screening students for unmet needs](#)

Designing safe and effective environments by getting back to a routine is one of the pillars of trauma recovery. To do this common expectations, language, and routines across contexts (distance and face-to-face) need to be developed. The vast majority of students and educators will manage stress if these components are in place. School teams need to consider how they can provide predictable and consistent environments along with explicit instruction with positive and corrective feedback to both students and staff.

High Leverage Instructional Practices (HLIP)

High Leverage Instructional Practices (HLIPs) are routines, strategies, and procedures that have a proven track record of maximizing student learning. In this webinar, Dr. Anita Archer highlighted HLIPs like the [content component of explicit instruction](#) and the [design component of explicit instruction](#). Explicit instruction is a teaching model that progresses from 'I do' to 'we do' to 'you do.' The delivery of instruction requires [frequent responses from students such as opportunities to respond](#). When students engage in these responses, there is an increased time on task, increased academic achievement, decreased disruptive behaviors, and increased intensity of interventions. She referred to the benefits of providing [multiple opportunities to practice a skill over time or judicious practice](#). The webinar also offered more on the delivery of instruction and techniques to engage students in active participation and opportunities to respond.

Family Engagement

Family engagement and home/school partnerships are essential in moving forward to address our current normal as well as ensuring student progress. Families and educators can work together to ensure children have successful learning experiences in and out of school. This webinar outlined suggestions for engaging families in their child's education through the building and strengthening of relationships between educators, students, and families. It is more important than ever that schools plan for positive communication with all families. Dr. Sarah Sayko discussed relationships as the cornerstone of family engagement in this webinar. Specifically, she presented:

1. [Family engagement within Multi-Tiered System of Supports](#)
2. [Understanding roles that educators and families can play for promoting literacy success](#)
3. [Strategies for educators and family moving roles into practice](#)

Conclusion

Effective environments, plans for SEL/Well-being, high-leverage instruction, and family engagement are all critical components of MTSS that complement the academic and nonacademic dimensions of safety, connection, and learning. Rather than standing alone, these features of MTSS strengthen engagement and reinforce prosocial behavior.

URLs Used in Document

[Message from MDE, Deputy Superintendent, Dr. Scott Koenigsknect](#)

(<https://www.youtube.com/watch?v=BMNaSp3Ytp0&list=PLagiviFhnZbBWmObys59bNChDXZwJsN3E&index=2>)

[Continuous Improvement and the Supporting Educators Webinars](#)

(<https://mail.google.com/mail/u/0/?tab=rm#search/sgoodman%40mimtss.org++MICIP?projector=1>)

[Clips from the Supporting Educators in Preparation for the Fall Webinar Series](#)

(<https://www.youtube.com/playlist?list=PLagiviFhnZbDrSaJFuiKFFom3ZW5EQbc7>)

[Full Recordings from the Supporting Educators in Preparation for the Fall Webinar Series](#)

(<https://www.youtube.com/playlist?list=PLagiviFhnZbBWmObys59bNChDXZwJsN3E>)

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