



Oakland Literacy Coalition

Spring Quarterly Meeting

April 17, 2019



Spring 2019 Quarterly Meeting

April 17, 2019

9:30am – 12:00pm

Agenda

Opening Activity & Coffee

9:30-9:45

Help yourself to coffee and bagels, and share what you are reading! Please add a title to the wall!

Welcome & Introductions

9:45-10:00

Who is in the room?

Special Education Workshop

10:00-11:15

Roilyn Graves, Special Education Program Specialist, Envision Education

Influencer, change agent, and special education enthusiast are all phrases used to describe Roilyn Graves. Over the last 15 years, Roilyn has been intentionally disrupting inequities within the educational system. She has a documented history of improving student outcomes and ensuring equitable access in inner-city schools. Through the implementation of various instructional strategies and an "any means necessary" educational philosophy, Roilyn has a reputation for reaching unchartered academic, behavioral, and social emotional outcomes in schools for students with disabilities.

Reflection

11:15-11:30

An opportunity to deep dive and apply new learning and perspective to your role and your work

OLC Community News & Announcements

11:30-11:45

Closing

11:45-12:00

Please complete a paper evaluation before leaving!

Special Education & Literacy Workshop – Experience It Activity

Use this graphic organizer with the Experience It station

Directions:

- Go to Understood.org
 - Scroll down to the section that reads “Experience Personalized Tools”
 - Go to “Through Your Child’s Eyes”
 - Select Reading and/or Writing
 - Select grade level
 - Click “Experience It”
 - Click on the Experience It – Through Your Child’s Eyes
 - Follow the simulation directions
 - Read & Respond (graphic organizer)
- **Please use headphones if you have them OR spread out as an option***

| Scenario | Response |
|---|----------|
| What did it feel like to have a learning and/or attentional issue? | |
| How did you work through feelings of frustration and/or anxiety? | |
| How can this experience enhance your planning process? | |
| You have a student who does not have an IEP. However, she struggles with managing her time, getting and staying organized, managing emotions, paying attention and remembering things, shifting focus and moving between tasks, getting started on task, and can be impulsive. Which learning differences could fit this description? | |

Quick Links:

- Envision Education: <https://envisionschools.org>

Special Education & Literacy Workshop – Reflection Activity

For programs working directly with students:

Think about a student with whom you work or your program works who might benefit from some strategies and knowledge shared today. Use the space below to develop an action plan for that student.

Student's challenge:

Strategies to try:

How and when success will be measured:

Who else needs to be involved:

Special Education & Literacy – Reflection Opportunity

For programs or people who do not work directly with students:

Use the space below to reflect on the following questions.

- What is one thing that you heard, learned, or discussed that you will take back to your program or role?
- Why does this stick with you?
- What is one action you will take to incorporate this learning into your role?
- How will you know if you're successful?

Networking / Additional Notes

Keep track of any additional thoughts, notes, or networking here!