Teaching & Learning During Covid-19: How Washington Schools are Planning for Fall

#WAedu   #WAdistancelearning

Norms

Everyone is on mute, but we want to hear from you!

Use Q&A at any time for questions and comments. Only panelists will see your post.

We are here to share and learn together.

Agenda

National Trends & Research: CRPE

Bellevue School District

White River School District
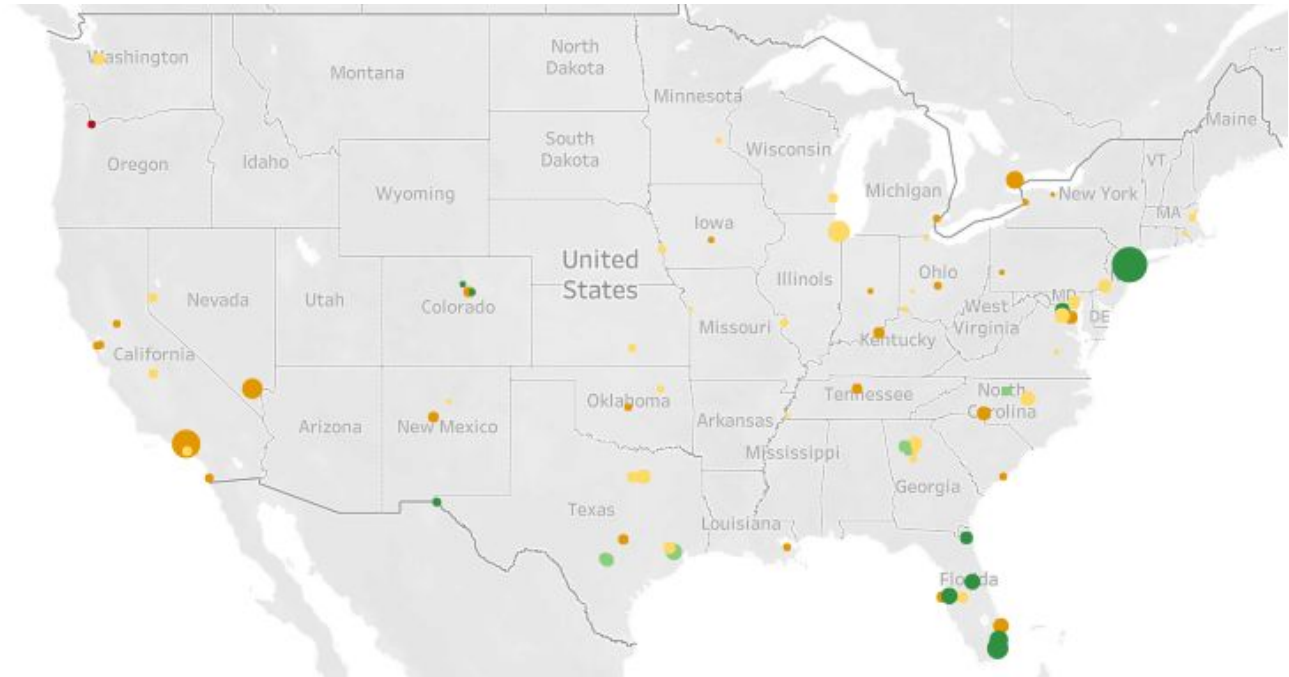
Impact Public Schools

Q & A: PSESD

Center on Reinventing Public Education (CRPE), U.W. Bothell
Georgia Heyward

CRPE distance learning & summer database

100 system database: 82 districts and 18 charter management organizations.

Spring distance learning plans, summer learning, fall plans

Common gaps in spring & fall learning plans

- Systems slow to respond. By May 60% had a comprehensive plan in place

- Many districts don't require monitoring students & tracking progress
  - Feedback & teacher check-ins in over 75% of districts
  - Only 30% track attendance
  - Half grade all students

- Tech uneven: 85% of districts gave devices to some students, only half gave devices to everyone. 15% of districts provided hotspots (Internet)

- Only a few districts are talking about fall plans.

What challenges will schools face in the fall?

Schools always have to contend with learning gaps between students and summer learning loss… So what is different?

- Students may return in the fall having learned 40-70% of the year's content in math & ELA *(NWEA)*.

- Beginner readers & those struggling academically will likely be the most impacted. *(EdWeek)*

- Students who face traumatic situations suffer academically and need more social-emotional supports *(Hurricane Katrina: Longitudinal Study)*.

- Widening gaps
  - Families of color and families in poverty have been disproportionately impacted by Covid.
  - Support for students with disabilities not comprehensive in many district spring plans

What research says: Supporting teachers

Teacher training & support is critical for remote learning
- Teaching quality is more important than how learning is delivered.
- Students need to learning how to work independently
- Peer-to-peer interactions are motivating

Teachers need data and time for collaboration
- Teachers need to know what their students missed in the spring
- Teachers need time to work in grade-level and content teams to understand student needs and adjust teaching

Sources: *Education Endowment Foundation*, *EdWeek*

What research says: Learning loss

Students need appropriate content, not mass remediation
- Experts recommend moving students immediately into grade-level content, using formative assessments for data-informed review & tutoring.

Tutoring works
- 2:1 tutoring or small groups
- Frequent (high-dosage), for 4+ months
- Structured program, with coaching
- Programs typically use recent college graduates (not teachers)
  - Paid positions
  - Virtual or through partners

Sources: EdWeek, Fryer & Guryan, Hechinger Report

Setting a high bar across all schools

Access to remote learning has differed by school and teacher. To close gaps:

- **Schools need common, high-quality diagnostic and assessment platforms**

- **Schools need common expectations around**
  - Attendance tracking and truancy responses
  - Teacher check-ins with students
  - Teacher feedback on student work & grading
  - Trauma-informed supports

- **Families need differentiated support**
  - What training can the district provide? Which school staff will reach out to families & how?
  - How can districts collaborate with community orgs?

Source: *AEI parent survey*

OSPI guidance & scenario planning

Key Principles

1- Students at the center

2- Design learning for equity and access

3- Assess student learning

4- Check student learning

5- Make instructional adjustments

6- Engage families

Schedule

- In-person
- Split or rotating schedule
- Split or rotating schedule + distance learning

Phase-In Opening

- Without distance learning
- With distance learning

Three Profiled Speakers

Bellevue School District: Ivan Duran

21,776 students, 31 schools/ programs
18% low-income, 14% ELL, 9% SWD

White River School District: Janel Keating

4,183 students, 10 schools/ programs
29% low-income, 4% ELL, 14% SWD

Impact Public Schools: Abby Cedano

285 students, 1 K-2 school
65% low-income, 30% ELL, 4% SWD

Bellevue School District
Ivan Duran, Ed.D. Superintendent

Overview of Spring Distance Learning

Priorities when we closed on March 12:

- Ensure and lead for equity and access
  - Nutrition
  - Technology
  - Childcare
  - Support for all students especially our students experiencing poverty, Special Education, and Multi-language learners
- Graduate Seniors
- Support student well-being and social, emotional, and mental health
- Provide meaningful learning for all students K-12 that prepare them for the next level, with a focus on ELA and math proficiency K-8

BSD Remote Learning Plan Website

Lessons Learned from Spring Distance Learning

- **Equity and access**: Many families did not have adequate access to broadband internet or devices

  - Over 3,000 laptops and 500 hotspots distributed

- **Social emotional needs**: These are key to everything else and we need more attention for both students and staff

- **Use of resources (people)**: Classified staff from a variety of roles can be remarkably helpful in supporting student success

  - Senior Support Plan
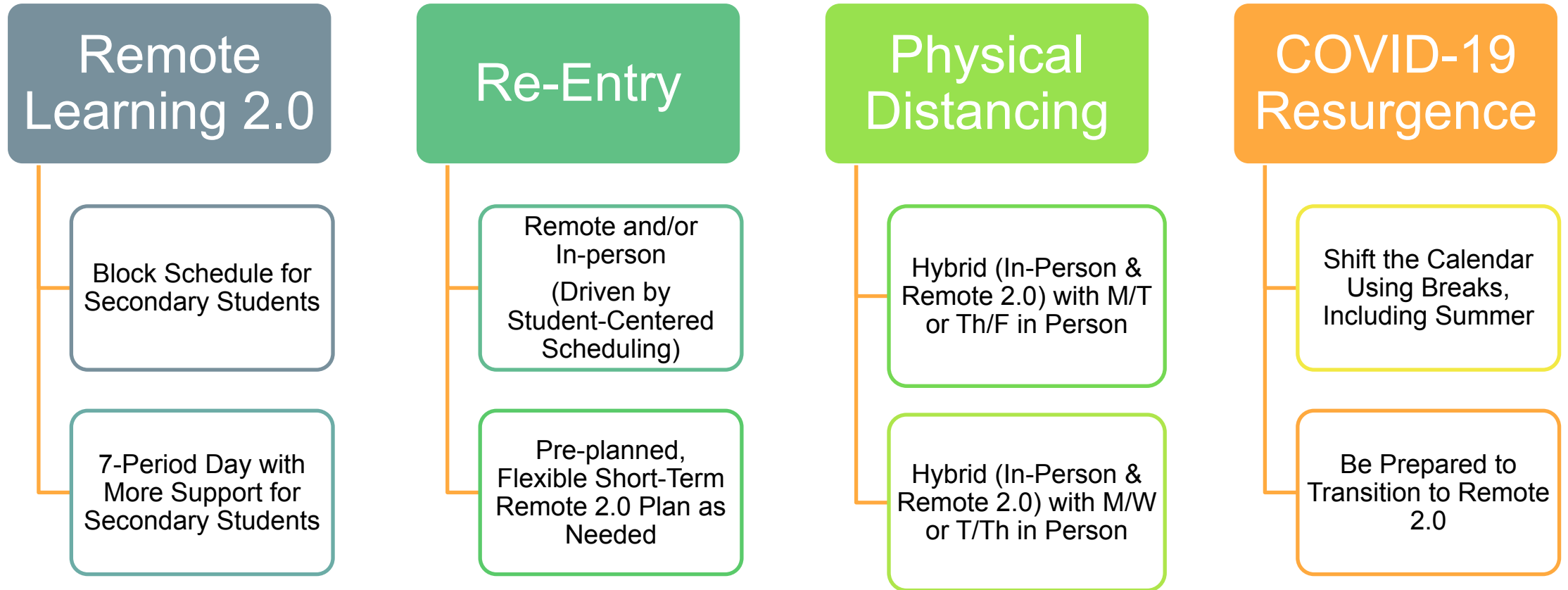
Lessons Learned from Spring Distance Learning

- **Assessment and Grading:** Decide and communicate early

- **Communication**: Frequently, small chunks, multiple formats

- **Monitoring Systems:** Develop systems to track student engagement, family needs, and staff support while re-thinking structures for learning

- **Survey Stakeholders:** Progress monitor and inform adjustments using 'practical measures' approximately every 3 weeks

Preview of what students are saying about their well-being
- Our students are reported being impacted socially and emotionally due to not being in school with their teachers and each other
- A significant number/ percentage of our students report feelings sad/ lonely (1260) or overwhelmed/ frustrated (1779)
- Although remote learning is helping many students feel connected to their teachers, many of our students are not feeling connected to classmates.

Overview of Fall Planning

Remote Learning 2.0	Re-Entry	Physical Distancing	COVID-19 Resurgence
Block Schedule for Secondary Students	Remote and/or In-person (Driven by Student-Centered Scheduling)	Hybrid (In-Person & Remote 2.0) with M/T or Th/F in Person	Shift the Calendar Using Breaks, Including Summer
7-Period Day with More Support for Secondary Students	Pre-planned, Flexible Short-Term Remote 2.0 Plan as Needed	Hybrid (In-Person & Remote 2.0) with M/W or T/Th in Person	Be Prepared to Transition to Remote 2.0

Key Principle 1: Students at the center

- Ensure **safety** of ALL students, staff and families

- Address **social, emotional, mental, psychological impacts** of COVID-19 (Trauma)

- Ensure access to **basic needs' support**

- Instill **joy** in learning for students

OSPI Key Principles

1- Students at the center

2- Design learning for equity and access

3- Assess student learning

4- Check student learning

5- Make instructional adjustments

6- Engage families

Key Principle 2: Design learning for equity and access

- Ensure **equity and access** for each and every student

- Center on needs of our **most marginalized** and **vulnerable students**

- Enlist **student, families** and **educator voice** in the design process

- Utilize learning from COVID-19 as an **opportunity** to **break/disrupt** inequities

Key Principle 3: Assess student learning

- **Elevate academic rigor** through innovative instruction

- Focus **majority** of time on grade level standards, content, and curriculum

- Provide **courageous academic support** for students not progressing

- Strengthen plan to support **students with disabilities and multi-language learners**

Concluding Remarks

Equity Focus from the Start – Equity Design Thinking Process
- Collaborate and include stakeholders to develop and refine fall planning
- Inform your school board and have them set the larger context through commitments ([Draft version from 5.28.20 Special Board Meeting](#))
- Communicate, communicate, communicate

Big Question
- Innovation and long term shifts – What is really possible and how can I set up the context for the long term plans to utilize this crisis as an opportunity?

  "They'll also be the **leaders** who go to **extremes** to protect those among us who are **vulnerable** and support those among us who are **risking** their lives so everyone else can get back to theirs."
  – Thomas Friedman ([NYT Opinion 4.21.20](#))

Concluding Remarks

Resources
- NYU Steinhardt Guidance on Culturally Responsive-sustaining School Reopenings
- LA County School Guidance
- Student Achievement Partners - Achieve the Core Priority Guidance Forthcoming
- Equity-Centered Design Thinking Roadmap - Education First

White River School District
Janel Keating, Superintendent

Overview of Spring Distance Learning - Most Important

Systems Allowed Us to Continue Learning

- Collaborative Teams and Team Leaders

- Unit Plans with essential standards, learning targets, formative assessments

- Technology Levy - Devices and 7.5 hours of tech training annually

- Digital Learning Platform - Google Classroom - Classes/Students in Grades 2-12 were rostered

Overview of Spring Distance Learning - Most Important

End of the day on March 13th

- Assessed technology inventory and deployed devices- Grades 2-12

- Surveyed home and teacher internet access

- Ordered hotspots for families

- Selected and focused on a set number of technology tools

Lessons Learned Distance Learning - Most Important

- Systems are Critical and Relationships with Associations are Critical

- Followed the instructional unit plans

- Pruned essential standards inside that unit plan

- Determined to provide new instruction, formative assessment, feedback and grades - over 90% engagement

- Continued to provide teacher teams time to collaborate - school and districtwide

- Special education students are general education students FIRST!

- Adopt a primary digital learning platform

Overview of Fall Planning - Teacher Collaboration

0. What do you need to help you learn?

1. What do we expect students to learn?

2. How will we know if they learn it?

3. How do we respond when students experience difficulty in learning?

4. How do we respond when students *do* learn?

Fall 2020
Standard by Standard - Collaborative Team

- Revisit Essential Standards - Grade level and course
- Revisit Prerequisites
- Common Formative Checks for Understanding on the Prerequisites
- Provide Additional and Support/Intervention - Prior to the Start of the Unit - On the Prerequisites

Math Third Grade Unit 1 Focus: Review and Connect

Review Second Grade Essentials

- 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions
- 2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
- 2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Connect to Third Grade Related Standard (Unit Plan)

- 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 3.OA.D.8 Solve two-step word problems using the four operations. (Focus on addition and subtraction)

Fall 2020
Formative Assessment on the Prerequisites

1. John's book is 18 centimeters long. The book is 9 centimeters longer than John's pencil. How long is his pencil? Which of the following represents this situation?

2.OA.1
1 pt

○ $18 + 9 = p$ ○ $p + 18 = 9$ ○ $9 - p = 18$ ○ $p + 9 = 18$

2. Write three different addition equations for 15.

2.OA.1
3 pts

a. _____ + _____ = 15   **b.** _____ + _____ = 15   **c.** _____ + _____ = 15

3. Write three different subtraction equations with an answer of 6.

2.OA.1
3 pts

a. _____ - _____ = 6   **b.** _____ - _____ = 6   **c.** _____ - _____ = 6

ELA Third Grade Unit 1 Essential Standards

Entering Standards	Exiting Standards
2.RLI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • [Proficiency Scale](#) **2.W.3** - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure	**3.RLI.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • [Proficiency Scale](#) **3.W.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.

Note: Proficiency Scales support teams in focusing on the most essential instruction connected to essential standards.

Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** **The student is able to:** • infer, synthesize, and determine importance to answer questions
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	**The student will independently:** **Ask and answer such questions as Who? What? Where? When? Why? and How? to demonstrate understanding of key details in a grade-appropriate text (RL.2.1; RI.2.1)** • Ask relevant questions about the text • Answer questions accurately about the text
2.5	No major errors or omissions regarding 2.0 performance and partial knowledge of the 3.0 content.
Score 2.0	**The students will understand specific vocabulary, such as:** • Understand, comprehend, connections, sequence, text evidence, key detail, passage, evidence, character, setting, problem, solution, event **The student will perform basic processes, such as:** • Ask a question (not a comment) • Ask and answer non-text dependent questions • Understand background knowledge vs. text evidence • Answer who, where and what questions • Apply level 3.0 skill with below grade-level text

Reading Common Formative End-of-Unit Assessment

Wild Things

Scientists discover hundreds of plants and animals in Asia.

Talk about hide-and-seek! Scientists in Asia recently discovered more than 350 plant and animal species. The species were found in the Himalayas (himuh-LAY-uhss). Those are mountains in southern Asia.

U.S.   Himalayas

Leigh Haeger

One of the species has researchers hopping for joy. It is a "flying" frog. The bright green animal was found in India. It uses its long, webbed feet to **glide**, or float, through the air.

Another discovery is the leaf deer. It is the world's smallest deer. It's only about 25 to 30 inches tall. Researchers found the animal in the

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Name _____

1. What is the main idea of the article?

Use details from the passage to support this main idea.

2. Read the statement below:

Experts are excited about the discoveries, but they are also worried.

Select **two** choices that support this statement.

    A. The species habitat, or home, is in trouble.

Clear Priority/Essential/Power Standards

Supporting Standards

Common Formative Assessments aligned to Priority/Essential/Power Standards

Proficiency Scales/Success Criteria

Multiple opportunities to demonstrate knowledge

When these are in place, you are 'DOING' Standards Based Learning and Grading.

Final Comments
Rick DuFour

"Will you act with a sense of urgency, as if the very lives of your students depend on your action, because in a very literal sense, more so than any other time in American history, they do?"

Impact Public Schools
Abby Cedano, Chief Academic Officer

Overview of Spring Remote Learning: Impact at Home

1. Integrates all four Impact Public Schools model components:
    i. Social Emotional Learning
    ii. Individualized Instruction
    iii. De-colonized Project Based Learning
    iv. Culture of Positivity

2. Blend of whole class, small group, and 1:1 time with students & teacher

3. Teacher-led and family supported:
    i. Daily synchronous instruction in literacy & math
    ii. Daily, real-time feedback from teacher and peers
    iii. All materials sent/mailed home, including Project Kits

4. Structured day for most with a flex option for families who need it

Overview of Spring Remote Learning: Impact at Home

A Balanced Scholar Schedule

★ Teacher led, whole class or half class

★ Teacher led, small groups

★ Individualized learning on adaptive software

★ Breaks

Time	Activity
9:00	Mentor Group Welcome
9:30	Literacy Block 1
10:00	Literacy Block 2
10:30	Morning Recess & Snack
11:00	Literacy Block 3
11:30	Enrichment
12:15	Lunch
12:45	Math
1:15	Project-Based Learning
2:00	Mentor Group Closing
2:10	Afternoon Recess & Movement

Lessons Learned from Spring Remote Learning:

Lessons Learned from Spring Distance Learning:

- Families are hungry for structure! 94% of scholars are attending the full day program currently.

- Classroom culture and engagement practices still work virtually. Teacher training on virtual classroom culture is key for young scholar distance learning.

- Our current schedule has too many transitions for our youngest scholars. The schedule may work better by grouping synchronous and asynchronous learning experiences to reduce transitions for family.

Overview of Draft Fall Plan:

Overview of
the Plan for
the Fall

1. Prioritize Safety

2. Loop classes when possible.

3. Create rigorous synchronous and asynchronous curriculum choice that can be used fluidly throughout the year despite potential model shifts.

4. Offer families 2 options so that all families can deeply engage. These options include full Impact at Home remote learning and hybrid remote/in person learning.

Overview of Draft Fall Plan:

Impact at Home
(Full Remote Model)

Students spend ½ day in synchronous learning with the teacher. Students are split into AM/PM groups to increase student teacher ratio.

Time	Activity
9:00	Social Emotional Learning
9:30	Literacy Block 1
10:00	Literacy Block 2
10:30	Morning Recess & Snack
11:00	Math Block 1
11:30	Math Block 2

Students spend ½ day in asynchronous learning. Assignments are giving weekly so that families have flexibility to work out a schedule that works best for them.

Duration	Activity
30 min	Project Based Learning
20 min	Pre-recorded teacher read aloud
20 min	Adaptive literacy platform work
60 min	Physical Activity
20 min	Adaptive math platform work

Overview of Draft Fall Plan:

Students spend 2-3 full days in school per week.

Time	Activity
8:00	Breakfast and Community Building
8:30	Social Emotional Learning
9:00	Literacy Block 1
9:30	Literacy Block 2
10:00	Morning Recess & Snack
10:30	Math Block 1
11:00	Math Block 2
11:30	Read Aloud
12:00	Afternoon Recess and Lunch
1:00	Project Based Learning
2:00	Enrichment
3:00	Pack up and Dismissal

Hybrid Model

Students spend 2 days a week completing asynchronous learning.

Time	Activity
30 min	Project Based Learning
20 min	Pre-recorded teacher read aloud
20 min	Adaptive literacy platform work
60 min	Physical Activity
20 min	Adaptive math platform work

How we are thinking about designing for equity and access:

Planning for Equity and Access

- Immediately fundraising to provide equitable tech access.

- Significant translation efforts through Parent Square and videos in various languages.

- Making sure there are multiple high quality options for families to engage.

- Prioritize relationships and connection through synchronous learning.

- Continue SEL and Individualized instruction.

- Special education services are provided virtually

Concluding Remarks

Final Thoughts

- Don't underestimate our youngest scholars.

- How can we better share and collaborate? We want to partner.

Impactps.org

Acedano@Impactps.org

Q&A with Julie Rolling, Puget Sound Educational Service District

Thank you!

We will follow up with the slide deck & webinar recording