



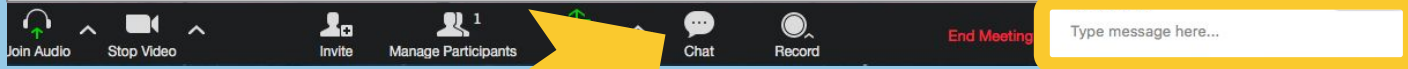
Leading Through Uncertainty: Planning for change, not perfection

March 31, 2020



COVID-19 Webinar Series

Share your name,
district, and role





Crystal Xu

Design Principal
crystal@edelements.com



Maggie Hodge

Sr. Design Principal
maggie@edelements.com



Purvi Patel

Design Principal
purvi@edelements.com

Access today's slides:
bit.ly/decisionmaking032420



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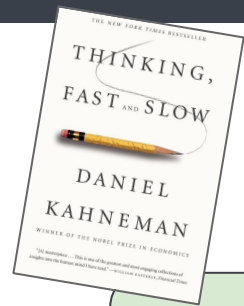
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Today we will cover:

**Guiding
principles of
planning for
change, not
perfection**

**Approach +
strategies for
shorter term
planning**

**Approach +
strategies for
longer term
planning**



System 1: Thinking **Fast**

Intuitive, gut reaction way of making decisions

**Runs automatically w/
cognitive ease**

**Generate impressions,
intuitions, intentions, and
feelings**

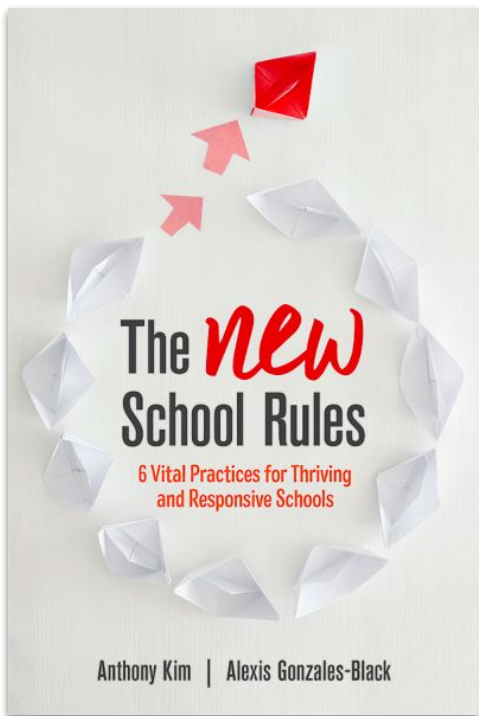
System 2: Thinking **Slow**

**Analytical, critical thinking
way of making decisions**

**Needs to be intentionally
activated, can kick in when
system 1 is overwhelmed**

**Turns impressions +
intuitions into beliefs,
decides how to take action**

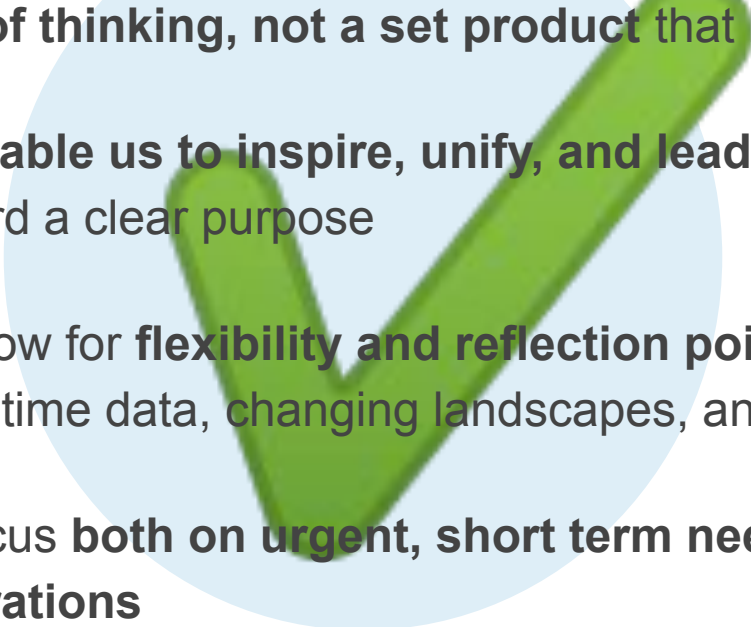
Guiding principles of planning for change, not perfection



1. Planning is a **way of thinking**, not a **set product** that has value in and of itself
2. Planning should **enable us to inspire, unify, and lead** our teams and organizations toward a clear purpose
3. Planning should allow for **flexibility and reflection points so we can be responsive** to real time data, changing landscapes, and lessons learned
4. Planning should focus **both on urgent, short term needs** while keeping an eye on **long term aspirations**

Which guiding principle most resonates with you?

Put your response in the chat box.

- 
1. Planning is a **way of thinking, not a set product** that has value in and of itself
 2. Planning should **enable us to inspire, unify, and lead** our teams and organizations toward a clear purpose
 3. Planning should allow for **flexibility and reflection points so we can be responsive** to real time data, changing landscapes, and lessons learned
 4. Planning should focus **both on urgent, short term needs** while keeping an eye on **long term aspirations**

Approach + Strategies for Shorter Term Planning

Part 1- What is the problem we are trying to solve?

COVID 19
CORONAVIRUS DISEASE
2019 (COVID-19)

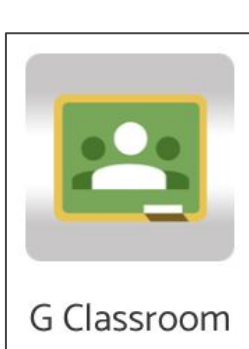
SYMPTOMS* OF CORONAVIRUS DISEASE

Patients with COVID-19 have reportedly had mild to severe respiratory illness. Symptoms can include

- Fever
- Cough
- Shortness of breath

*** Symptoms may appear 2-14 days after exposure. If you have been in China within the past 2 weeks and develop symptoms, call your doctor.**

www.cdc.gov/COVID19



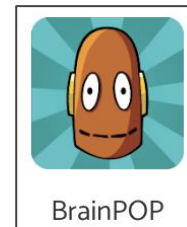
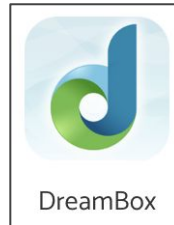
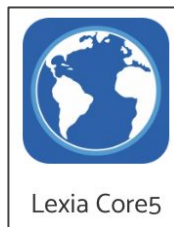
SEL RESOURCES DURING COVID-19

Time	Activity
9:00-10:00	Reading
10:00-10:30	Break
10:30-11:00	Writing
11:00-11:30	Science
11:30-12:00	Break
12:00-12:30	Math
12:30-1:30	Lunch
1:30-2:00	Reading
2:00-2:30	Math



Preparing for an
Online Meeting

Example Roles and Responsibilities					
Student	Families*	Non-Instructional Staff	Teacher	Principal	District Leaders
Own individual learning	Prioritize the safety and well-being of family	Provide additional support for caseloads of students, especially those who are instructionally vulnerable	Design and deliver grade-level instruction via appropriate media that puts the safety and well-being of students, families, and staff first and prioritizes students who are instructionally vulnerable	Design and lead a school-wide plan that puts the safety and well-being of students, families, and staff first and prioritizes students who are instructionally vulnerable	Design and lead a district-wide plan that puts the safety and well-being of students, families, and staff first and prioritizes students who are instructionally vulnerable.
Complete independent assignments and submit them by deadlines	Monitor and support student participation in virtual learning and assignment completion	Support with the coordination and distribution of materials (texts, packets, technology, etc.) and other miscellaneous operational and service needs	Serve as primary point of contact at school for social, emotional, and instructional needs of their students	Manage instructional delivery systems and support teachers in lesson design and delivery	Manage technology inventory, support necessary system-level operations & communications, including distribution of resources
Advocate for personal needs and additional support when needed	Review communications from the district, school, and teachers to understand the available support and expectations for your student's virtual learning	Digital: Maintain open electronic chat function with students throughout the day to support them with their work and other needs	Monitor, grade, and provide feedback on submitted student work and maintain records	Manage school-level operations and communications	Coordinate with community organizations and resources to support children and families
Digital: Log in at designated times to participate in virtual learning sessions	Create favorable conditions in the home to support productive student work	Hybrid: Support teachers by checking in one-on-one with caseload of students or students unable to join class to review	Ensure students have appropriate materials (physical	Establish structures for virtual collaborative planning, coaching, and support	Ensure compliance with all legal considerations
Submit electronic assignments via appropriate platform	Hold your student accountable to engaging actively in				



Daily School Updates



Meals During Closures

1

Name It

What is the reality of the situation? What are the challenges we are facing here?

2

Prioritize Focus

Given the reality, what is the most important challenge for us to impact this week? What is the best possible outcome we can achieve this week?

3

Locus of Control

What can you decide/do today, without permission or input from others? What is both feasible and high impact?

4

Locus of Influence/Support

Who can you bring in to strengthen impact? What can you do to influence/support their actions toward best possible outcome?

5

Response

What now? What actions will we take? Consider roles + responsibilities, systems + structures, resources, and communications.

1 Name It

What is the reality of the situation?

What are the challenges we are facing?



- Communications with families
- Support + expectations for teachers
- Building remote work habits
- Resources for distance learning
- Different needs for students w/o tech access
- Academic intervention + targeted support for highest needs students
- SEL support + resources for families
- Basic needs of students
- Logistics of meal distribution

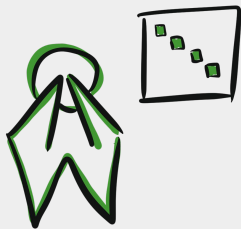
Protocol for: **Name It**

1. **Framing:** Purpose is to create shared understanding of challenges we are facing so we can collaboratively + strategically problem solve.
2. **Independent Brainstorm:** Each person take 5 minutes to independently list all of the challenges the team is currently facing. Put each on it's own post-it.
3. **Share Out + Affinity Group:** Take turns reading out challenges, grouping together like items. Put a title on each cluster that describes category (i.e. communications, teacher support, technology, etc.)
4. **Re-framing:** Reconnect to purpose, assure team that you will work together to prioritize, problem-solve, and plan.

2 Prioritize Focus

Given the reality, what is the most important challenge for us to impact **this week**?

What is the best possible outcome we can achieve this week?



- Communications with families
- Support + expectations for teachers
- Building remote work habits
- Resources for distance learning
- Different needs for students w/o tech access
- **Academic intervention + targeted support for highest needs students**
- SEL support + resources for families
- Basic needs of students
- Logistics of meal distribution

Most important challenge to impact this week: Academic intervention + targeted support for highest needs students

Best possible outcome at end of this week: Clearly outlined the roles, responsibilities, and key actions needed to empower teachers to provide targeted, personalized instruction to their identified highest needs group of students beginning in week 2 of distance learning.

Importance-Impact Matrix for: **Prioritizing Focus**

Importance:

How important is it to solving this challenge this week? Does solving other challenges depend on first solving this challenge?

Impact:

What is the level of perceived impact that focusing on this challenge will have?

ADDRESS THESE

3 Locus of Control

What can you decide/do today, without permission or input from others?

What is both feasible and high impact?



Today we can...

- Compile and analyze data on families' access to tech and wifi
- Understand which specific students in each grade level have the greatest academic needs
- Create a list of highest needs students based on access and academics
- Decide which academic content areas to prioritize (Reading and Math)

4 Locus of Influence + Support

Who can you bring in to strengthen the impact on this priority?

What can you do to influence/support them to achieve best possible outcome?

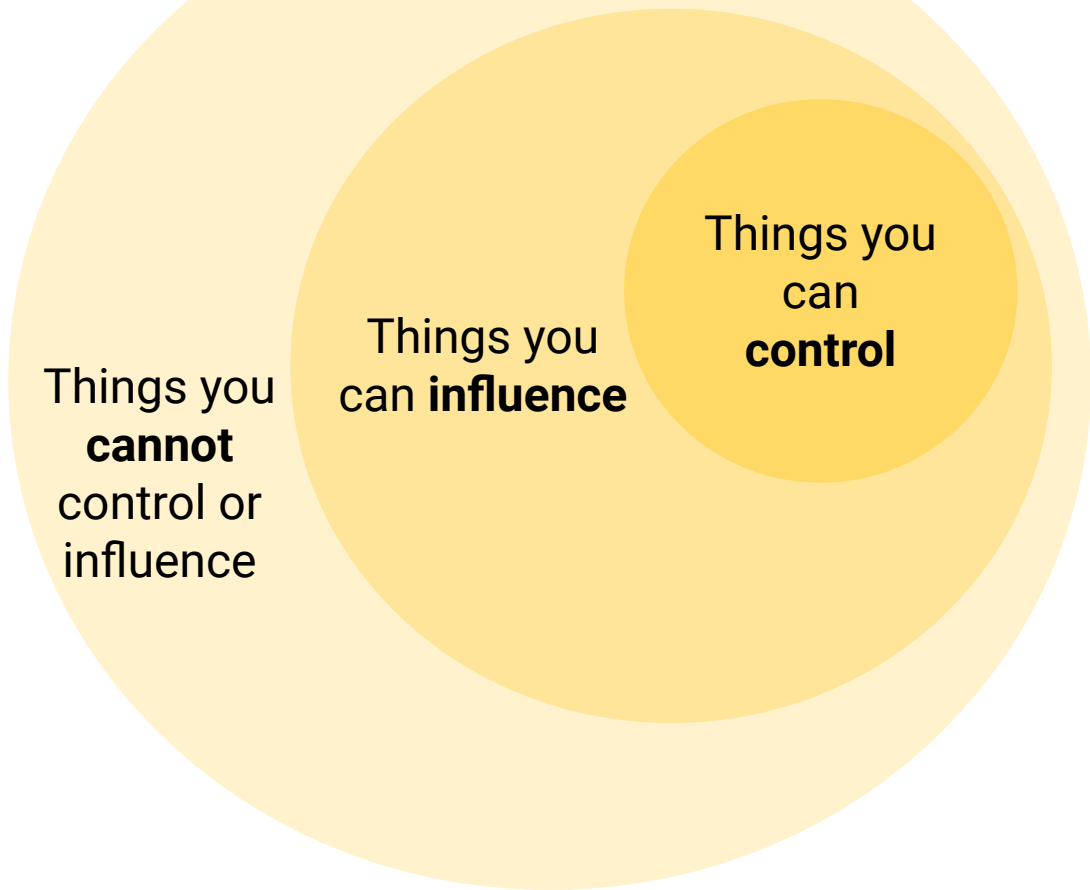


We can...

- Collaborate w/ grade level leaders to identify the top 3 Reading and Math skills to prioritize for each student
- Collaborate w/ instructional coaches to identify high-quality, non-tech dependent resources that are available and aligned to prioritized skills

Protocol for: Locus of Control, Influence + Support

- Brainstorm list of decisions that need to be made connected to this priority
- Categorize as:
 - Things you can control
 - Things you can influence
 - Things you cannot control or influence
- Gut check: Can we control/influence enough decisions to move this priority forward?

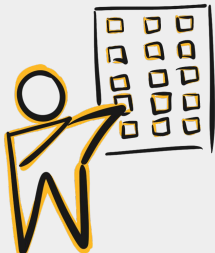


5 Response

What now? What actions will we take?

Consider:

- Roles + responsibilities
- Systems + structures
- Resources
- Communications



By the end of the week we will create a sprint plan outlining:

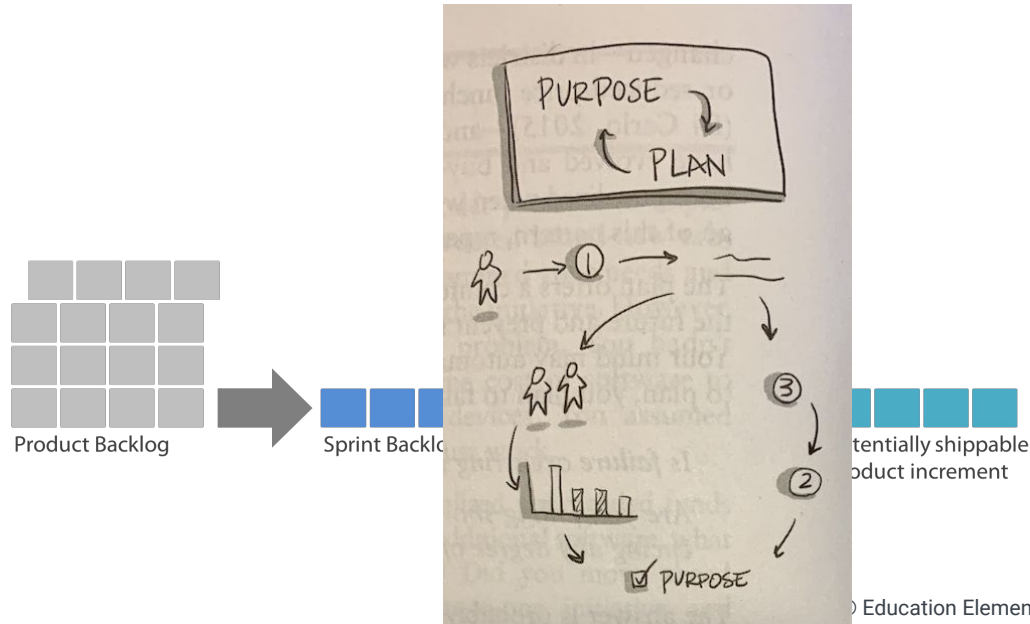
- Who are our priority students?
- What are instructional priorities + expectations for teachers for this group?
- How/when will we communicate this plan to teachers?
- How/when will we communicate this plan to families?
- How/when/who will support teachers in executing this approach?
- How/when will we gather data and reflect to adjust our plan as needed?

Approach + Strategies for Shorter Term Planning

Part 2- What actions will you take to solve this problem?

Sprint Planning

- Framework to ensure that your planning is responsive
- Responsive planning means revisiting your purpose, and planning iteratively
- Allows you to plan for larger change in small cycles



Step 1: Pack the Sprint

1. Identify your focus area, timeline, and sprint goal

- a. Write these at the top of planning template

2. Based on your goal, create actions needed to achieve the goal ('pack the sprint')

- a. Action should be able to be completed in the next 2-3 weeks
- b. Identify the owner and deadline for each action
- c. Identify metrics for each action

Step 1: Pack the Sprint

[illegible]

Step 1: Pack the Sprint

Based on your goal, create actions needed to achieve the goal ('pack the sprint')

[illegible]

During the Sprint

Later List	Not Started	In Progress	Done
<p>Might Do. List of items team may or may not complete</p> <p>You might use this space to begin to plan beyond 2-3 weeks</p>	<p>Will do in the next 2-3 weeks. Actions to complete in current sprint but are not yet started.</p>	<p>Actions the team is actively working on right now</p>	<p>Exactly what is sounds like (completed actions); be sure to link relevant files</p>

During the Sprint

Focus Area	Sprint Timeline	S.M.A.R.T. Goal(s)		
Actions	Owner	Due Date	Metrics (What data will you use?)	Status
				Not Started
				Later List
				Not Started
				In Progress
				In Progress
				Done
				Not Started
				Done

We recommend to have a standing 5-10 minute check in everyday to update the team on the status of each action item and adjust the status as needed.

Step 2: Close the Sprint (*after 2-3 weeks*)

1. Keep the action labels as is (we still need to work on it!)
2. Change action label back to the “Not Started” (need to do in next 2-3 weeks)
3. Change action label to the “Later List” (need to do at some point, but not right now)
4. Delete the action (don’t need to do this anymore)

Step 3: Retrospective (*after closing sprint*)

Discuss what enabled / prevented the team from hitting sprint goals, using these prompts if helpful:

- What should you continue doing?
- What should you stop doing?
- What should you start doing?
- Review open actions - why still open?
- Reflect on and adjust roles and responsibilities

*****Use data collected to inform and guide thinking!**

Platforms to Use for Sprint Planning



What questions or
ideas do you have?

Join Audio Stop Video Invite Manage Participants Chat Record End Meeting Type message here...

Approach + Strategies for Longer Term Planning

Yes, and...

Virtual learning is an opportunity for all to become self-directed

Synchronous Learning

Learning that involves students engaging in learning with the teacher in real time.

Example: Teacher presents material in real time over zoom with students who were selected for a small group.

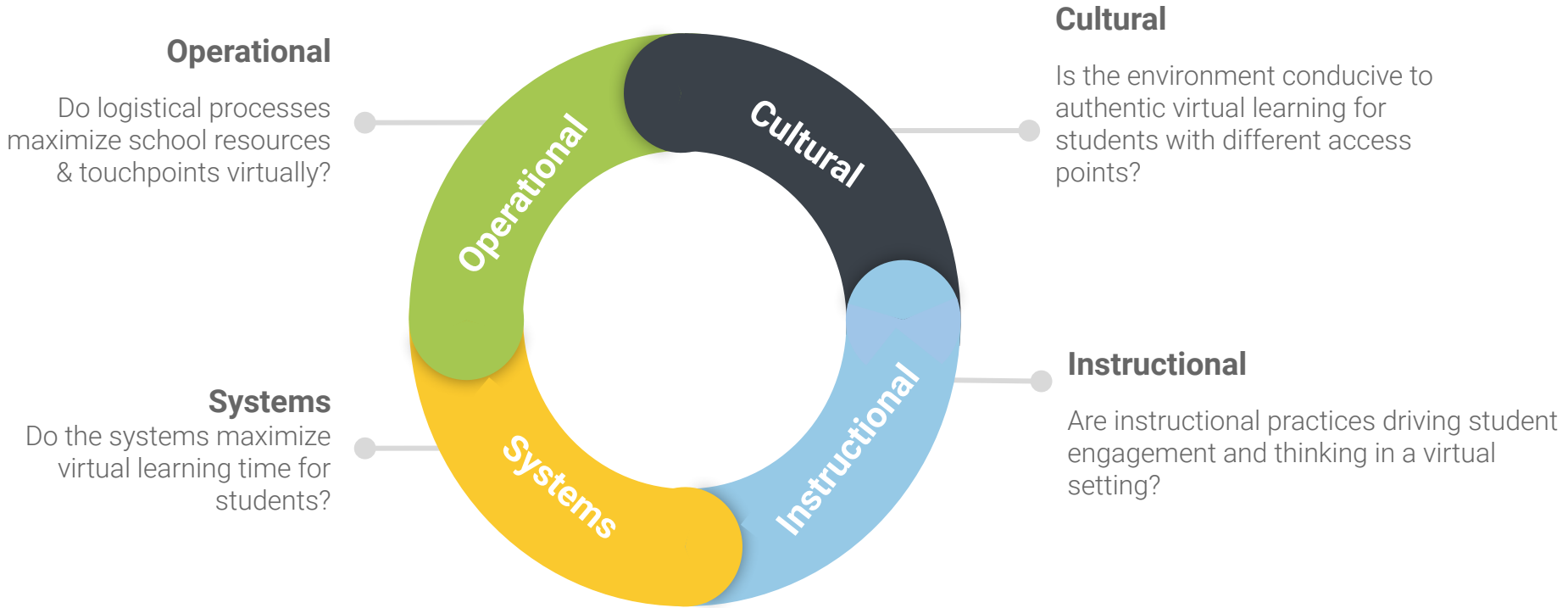
Habits and skills around operations, culture, and instruction= creating systems

Asynchronous Learning

Learning that involves a students engaging in learning through resources and materials provided by the teacher and completed independently.

Example: Teacher provides a playlist that students work through on their own time.

New "School" Learning Cycle



Operational

What operational aspect of school can be transferred to a virtual school environment?

How do we capture & share all the learning artifacts to create collective strengths?

What do we need to continue to operationalize through a virtual school environment?

How do we continue to operationalize processes within our virtual school environment?

What is the baseline learning experience for students?

- Duration
- Venue
- Equity

Learning Time, Planning Time, Information Storage

5th Grade					
	Monday, March 30th	Tuesday, March 31st	Wednesday, April 1st	Thursday, April 2nd	Friday, April 3rd
TEKS	R - 5.3K (67%)	R - 5.3K (67%)	S - 5.2A (54%)	S - 5.2A (54%)	R - 5.2B (72%)
TEKS Description	Adding & subtracting rational numbers	Adding & subtracting rational numbers	Place value of decimals	Place value of decimals	Compare and order decimals
Objective					
School					
School Contact					
	Monday, April 6	Tuesday, April 7	Wednesday, April 8	Thursday, April 9	Friday, April 10
TEKS	R - 5.2B (72%)	R - 5.3E (66%)	R - 5.3E (66%)	R - 5.3I (57%)	R - 5.3I (57%)
TEKS Description	Compare and order decimals	Multiplication with decimals	Multiplication with decimals	Division with fractions	Division with fractions
Objective					
School					
School Contact					
	Monday, April 13	Tuesday, April 14	Wednesday, April 15	Thursday, April 16	Friday, April 17
TEKS	R - 5.4F (72%)	R - 5.4F (72%)	R - 5.4B (59%)	R - 5.4B (59%)	R - 5.5A (62%)
TEKS Description	Simplify expressions	Simplify expressions	Solve multi-step problems	Solve multi-step problems	Classify figures
Objective					
School					
School Contact					

Tale of Three Approaches

MASTER									
Time	Monday- Reading			Tuesday- Science			Wednesday- SS		
	Teacher A	Bilingual Class	Bilingual Class	Teach A	Bilingual Class	Bilingual Class	Teach A	Bilingual Class	Bilingual Class
8:30- 9:30	Group A	Group B	Group C	Group A	Group B	Group C	Group A	Group B	Group C
9:30-9:40	Transition			Transition			Transition		
9:40-10:40	Group D	Group E	Planning	Group D	Group E	Planning	Group D	Group E	Planning
10:40-10:50	Transition			Transition			Transition		
10:50-11:50	Group F	Planning	Group G	Group F	Planning	Group G	Group F	Planning	Group G
11:50-1:00	Lunch			Lunch			Lunch		
1:00-2:00	Planning	Group H	Group I	Planning	Group H	Group I	Planning	Group H	Group I
2:00-2:45	PLCS								

Elementary Operational

- Small Group data driven
- Short time commitment but consistent
- Relationship Driven
- Different platforms

MASTER										
	Monday / Wednesday			Tuesday/ Thursday				Friday		
Time	6th	7th	8th	6th	7th	8th	Time	6th	7th	8th
8:30- 9:30	ELA	Science	Math	Science	Math	Social Studies	8:30-9:20	ART	Investigative Careers	Music
9:30-9:40	Transition			Transition			9:20-9:30	Transition		
9:40-10:40	Social Studies	ELA	Science	Math	Social Studies	ELA	9:30-10:20	PE	ART	Investigative
10:40-11:50	Transition			Transition			10:20-10:30	Transition		
11:50-12:50	Lunch			Lunch			10:30-11:20	Music	PE	ART
12:50-1:50	ELA	Science	Math	Science	Math	Social Studies	11:20-12:20	Lunch		
1:50-2:00	Transition			Transition			12:20-1:10	Investigative	Music	PE
2:00-3:00	Social Studies	ELA	Science	Math	Social Studies	ELA	1:30-2:30	PD		

Middle School Operational

- Choice in time of day and elective
- Allow interdisciplinary work
- Consistency in expectations
- No more than 2 hours

	A	B	C	D	E	F	G	H
Math Department - Monday								
Time	Algebra I	Geometry	Algebra II	AP Calculus	Statistics	Time	Friday	
8:30- 9:50	Lecture	Office Hours	Planning	Lecture	Lecture (Statistics)	8:30-9:20	Elective 1	
9:50-10:00	Transition					9:20-9:30	Transitions	
10:00-11:20	Planning	Lecture	Office Hours	Planning	Planning	9:30-10:20	Elective 2	
11:20-1:00	Lunch					10:20-10:30	Transitions	
1:00- 1:10	Transition					10:30-11:20	Elective 3	
1:10-2:30	Office Hours	Planning	Lecture	Office Hours	Lecture (PreCal)	11:20-1:00	Lunch	
2:30-2:50	PLCS					1:00- 2:00	PLCS	

High School Operational

- Priorities at home (recordings)
- AP vs Core focus
- Lecture and Office Hours
- Daily PLCs

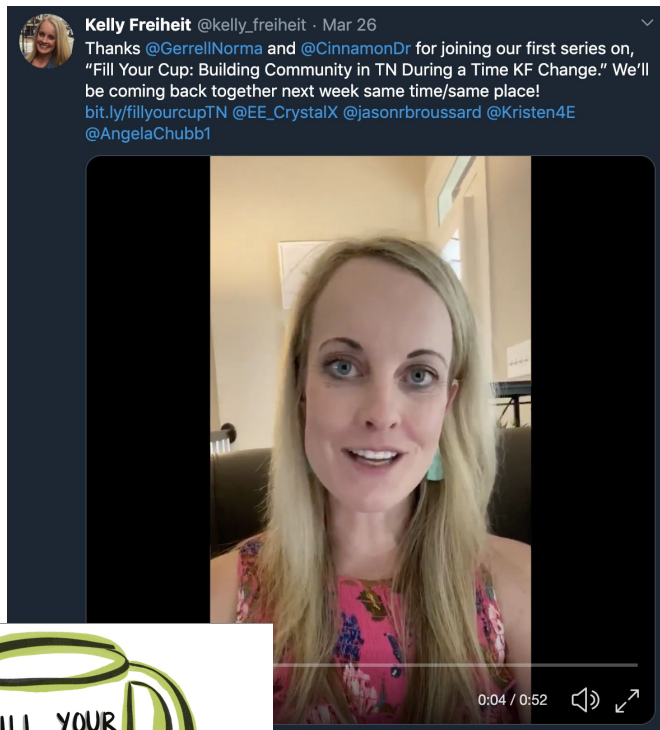
Cultural

How do we keep track of students that aren't engaging in distance learning?

How do we keep school culture constant through distance engagement? Staff, Students and Parents

How do we engage in non-academic culture building activities with students?

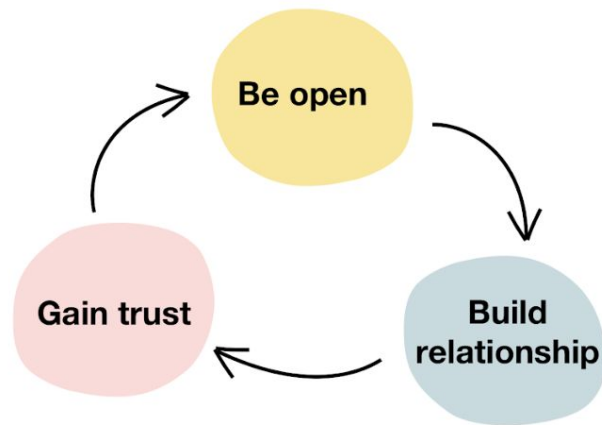
How do we want to define the culture of a virtual learning environment?



Routine #1: Being Consistent with Check-in Questions

Here are 5 examples:

- Who was your favorite teacher and why?
- How do you express your love for others?
- What activities were you known for in high school?
- What's something that changed you in your 20's?
- What is one thing you enjoy doing on the weekends that others might not know about you?



Being Open Leads to More Trust Across a Team

When I was in **5th grade**, **Mr. Kokulis** gave me the confidence to make mistakes in school. Prior to that I was a child full of anxiety when it came to school. One way I **show my love for others is through words of affirmation**. I believe in the power of words and how it can impact the way an individual feels.

I was known for playing defense on my **lacrosse team** even though I dreamed of being a part of the musicals in high school.

I ended up going to Virginia Tech because it was a state school and one of the best programs for business in Virginia. But my perspective in life changed after **being there for the Virginia Tech shooting**. I've always looked at life differently.

I look forward to my Sundays where I am **a greeter at my church**.



Instructional

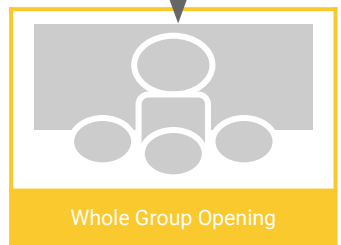
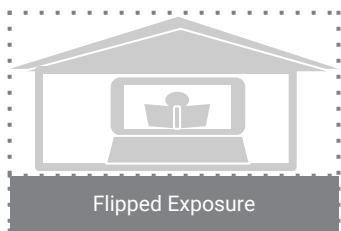
What are the virtual instructional floor expectations for leaders to communicate ?

What are the most virtually friendly and highest impact standards to focus on for the next few weeks

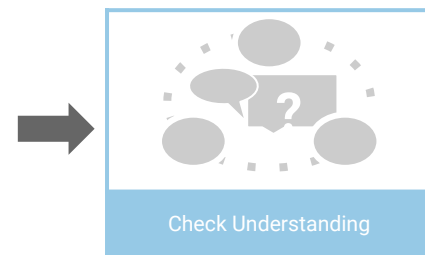
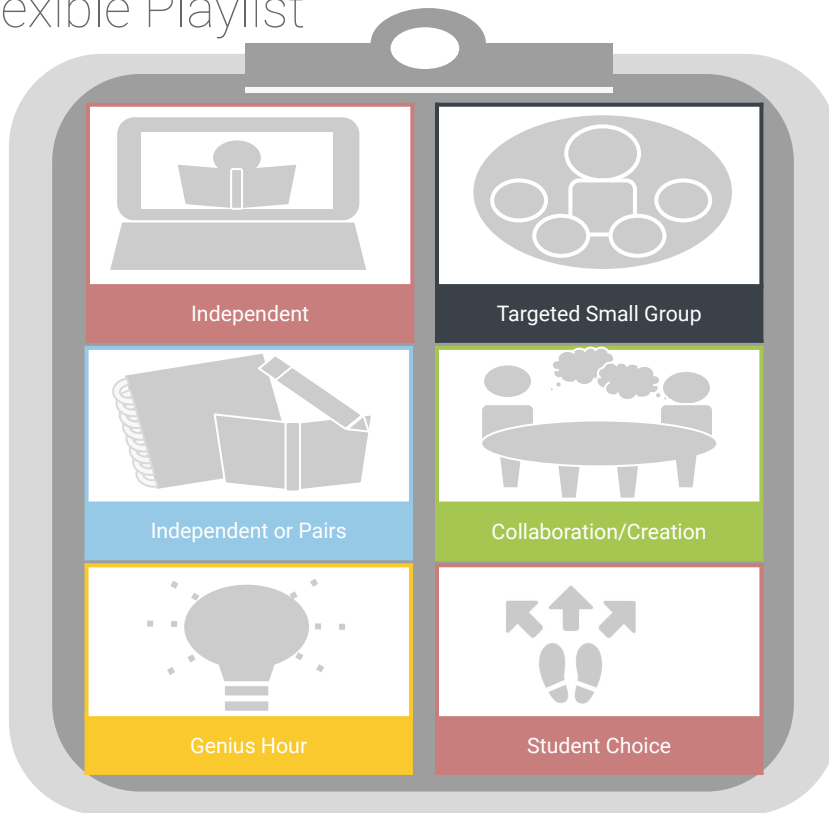
What are changes to lesson planning process & template?

	Traditional Method	Virtual Distance Method
What do we expect learning to look like?	Instruction with I Do, We Do, You Do (gradual release) that is data driven and allows for practice in small groups. Direct instruction is no more than 15 minutes. Class starts and ends with a do now and exit ticket aligned to the learning target.	Teacher led model with ALL students engaging in practice or discussion for more than 50% of time Specific lesson aligned feedback to student work or discussion
What must learning compose of?	Standards aligned, learning target, vocabulary, student practice driven, differentiated work based on student data, student reflection and goal setting, teacher feedback.	Planned Model Discussion Practice
How will teachers measure success?	Daily exit ticket, Lexia, Achieve3000 data, assessments, standards breakdown	2-3 Data Points Weekly <ul style="list-style-type: none"> • Student learning survey • Student engagement in discussion • Skills development
What topics will we prioritize with students for depth?	Scope and sequence of the standards to meet spring testing calendar	Standards are key and multiple prerequisites Skills based standards typed to comprehension and analysis
What are the different virtual learning instructional models?	Station Rotation Gradual Release	Flipped Learning Inquiry Based Interdisciplinary Playlist Driven
What are the 3-4 key planning deliverables to require of teachers?	Learning Targets, Standards, CFS/ Key Points, Teacher and Student Action, Exit Ticket, CFUs	Learning Targets Annotated Practice Discussion Points Planned Think Aloud/ Models Co-Teaching Breakdown

Flipped Instruction with Flexible Playlist



Introduce or review new concepts followed by a quick check for understanding.



Student Reflection or Check for Understanding

Consider ways for students to reflect on what they completed/learned and opportunities to create a plan for next time.

Whole Group Opening + Check for Understanding

Student Playlist depending on Flipped Exposure + Check for Understanding

Closing: Check for Understanding

If you have...			
45 mins	10-20 mins	Suggested 20-25 minutes per activity based on need and order	5-15 mins

Systems

Coaching & Support

PLCs & PD

Communications

What does coaching look like during this time?

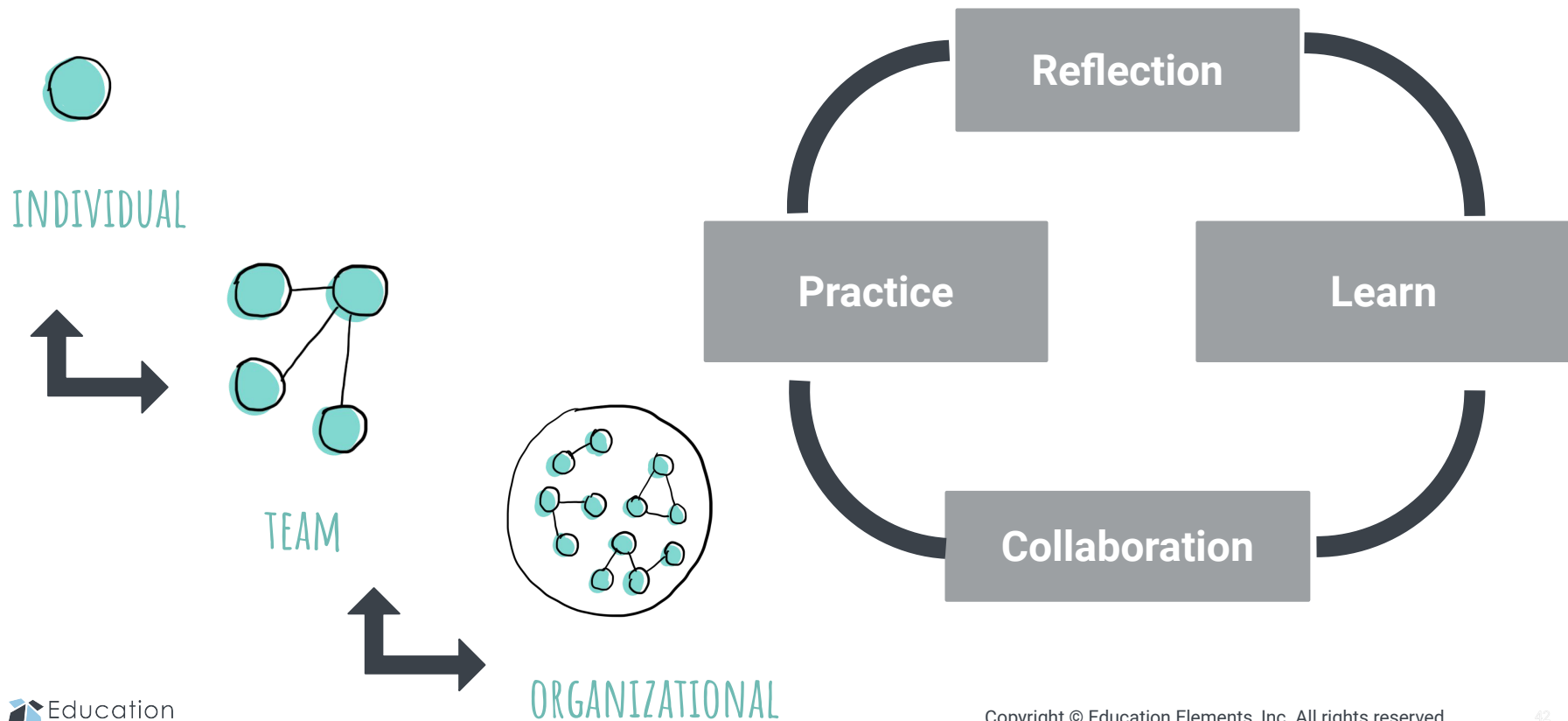
What support do teachers need during this time?

How do we run responsive PLCs?

How do you engage our parents?

How do we keep fostering relationships?

Cadence of Improvement



Thank You!

Stay safe, stay healthy!

Access today's slides:

bit.ly/changenotperfection0331

Connect with Education Elements on social media to continue the conversation, or subscribe to our blog for more resources about educating through COVID-19.



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