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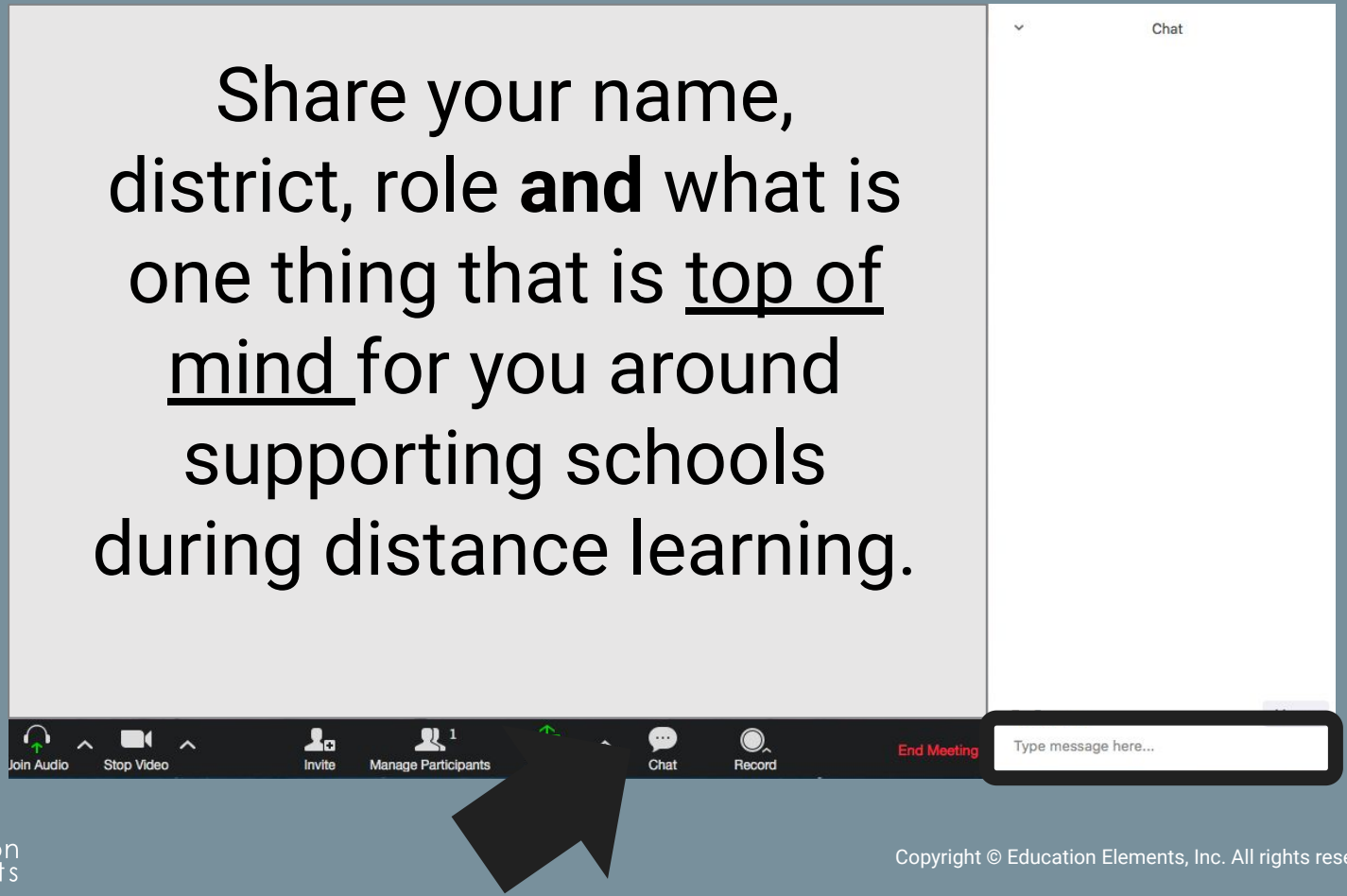
How Can District Leaders Support Schools During Distance Learning

Sept 23rd, 2020

Share your name, district, role **and** what is one thing that is <u>top of mind</u> for you around supporting schools during distance learning.



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Welcome

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Link to our slides:
http://bit.ly/Supportingschools

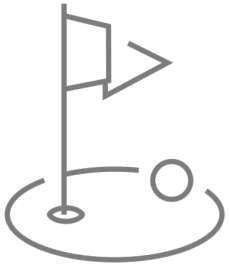
Elements of Building Knowledge

SPARK

Understand why this idea matters through first-hand experiences

EXPAND

Explore resources and deepen knowledge related to idea



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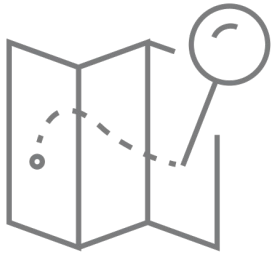
Try using the idea in small, safe ways to prepare for application



PLAN

Develop a hypothesis to test and determine the supports you need

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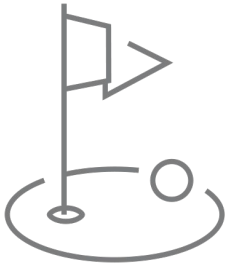

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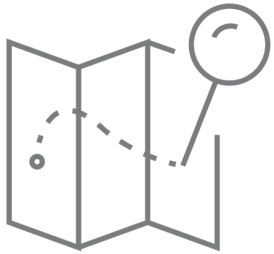

PLAN

Develop a hypothesis to test and determine the supports you need

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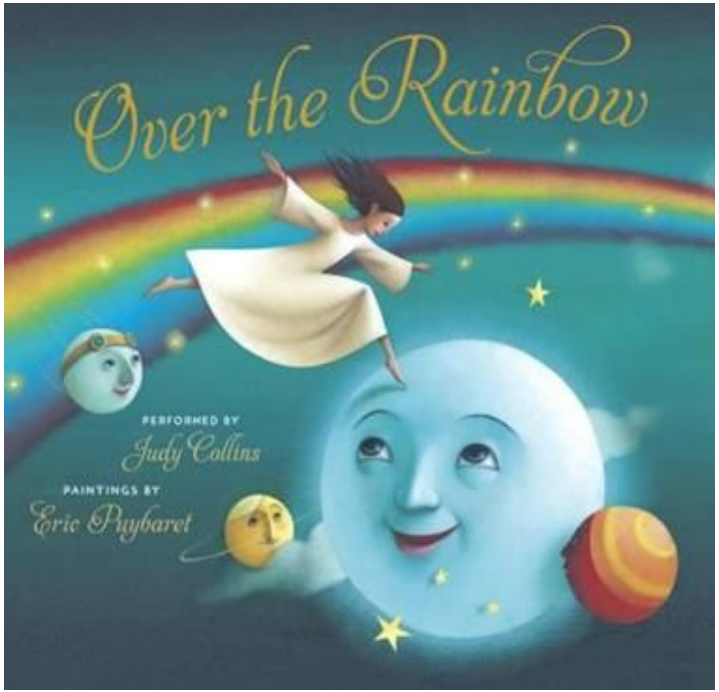
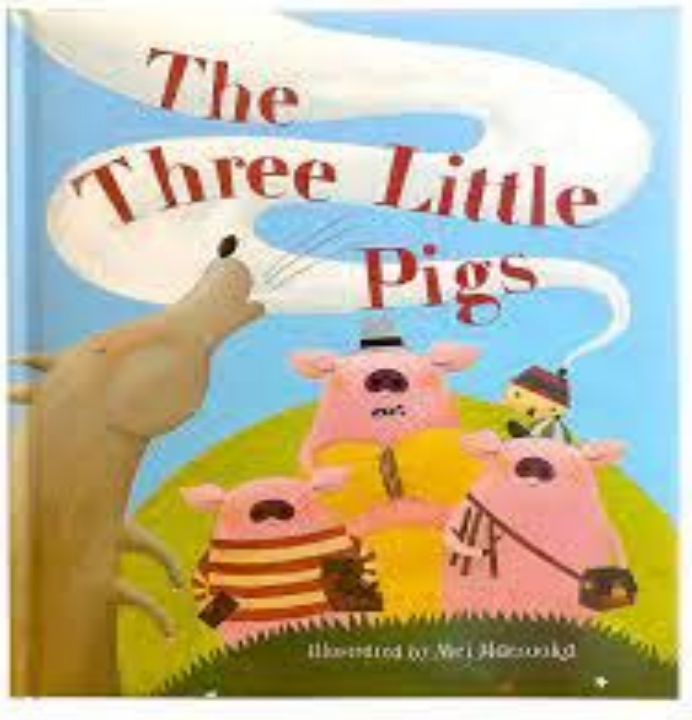
Bedtime stories got us thinking...





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Reflect of Systems and Processes

House of straw

House of sticks

House of bricks

What systems do school teams and teachers have to communicate and connect with all stakeholders?

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What systems and process have been used by schools to engage students and families around academics with distance learning?

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How have the expectations around device usage, internet safety, and online interactions been shared with students and Families?

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How are teachers customizing the common instructional models and designs to meet the needs of their students?

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What systems and process do school teams provide so there are consistent, ongoing professional development on how to approach content and curriculum?

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Overall Reflect

House of straw

House of sticks

House of bricks

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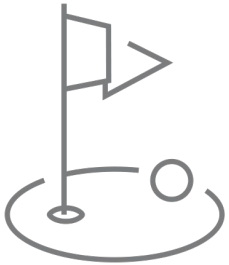

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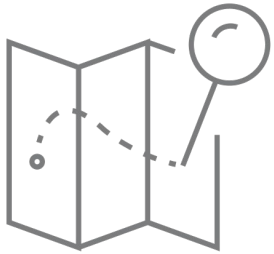

PLAN

Develop a hypothesis to test and determine the supports you need

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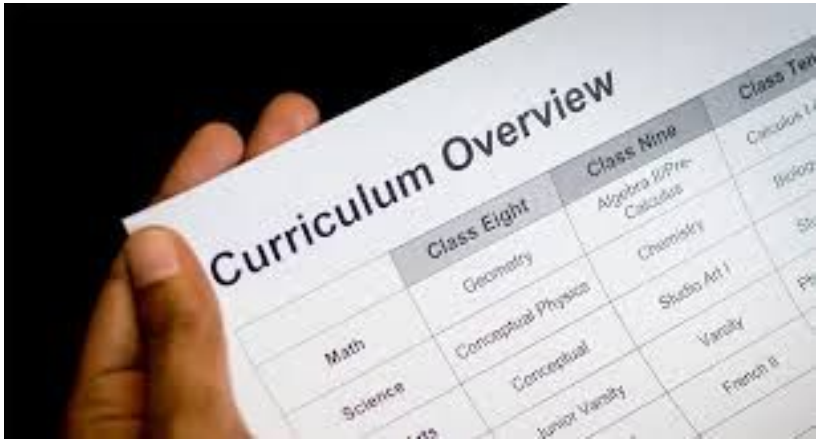
Designing with an Equity Lens

How might we leverage paraprofessionals and teachers from SPED, AG, art, music, ELL, PhysEd etc. to support or enhance the rigor, engagement, and personalization for students learning virtually and increase a sense of belonging while building our learning community?



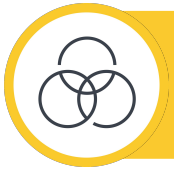
Framework

STEP 0: Start with Yourself + Cede Power

Identify your own bias, power, and privilege in how you make decisions

STEP 1: Connect

Unpack the challenge by understanding the experience by those most deeply impacted



STEP 2: Include

Include and elevate the voices of stakeholders at the margins

STEP 3: Create

Design prototypes that create equitable outcomes for ALL students

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We start with our identity because our past experiences and unique understanding of the world can **influence our decisions as leaders**.

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In the chat:

What groups of staff or teachers were not prioritized in current distance learning plans?

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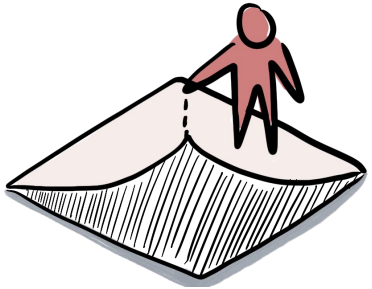
STEP 1: Connect



Connect with your challenge by understanding the experiences of those most deeply impacted. Who is most impacted by the challenge? How is the challenge presenting itself? Why does this matter?

Outputs or Outcomes

- ❑ Define the scope of change, and whom you are making the change for.
- ❑ Empathize with the identified school level challenge
- ❑ Determine your redesign priority: are you redesigning for impact, urgency or ease?

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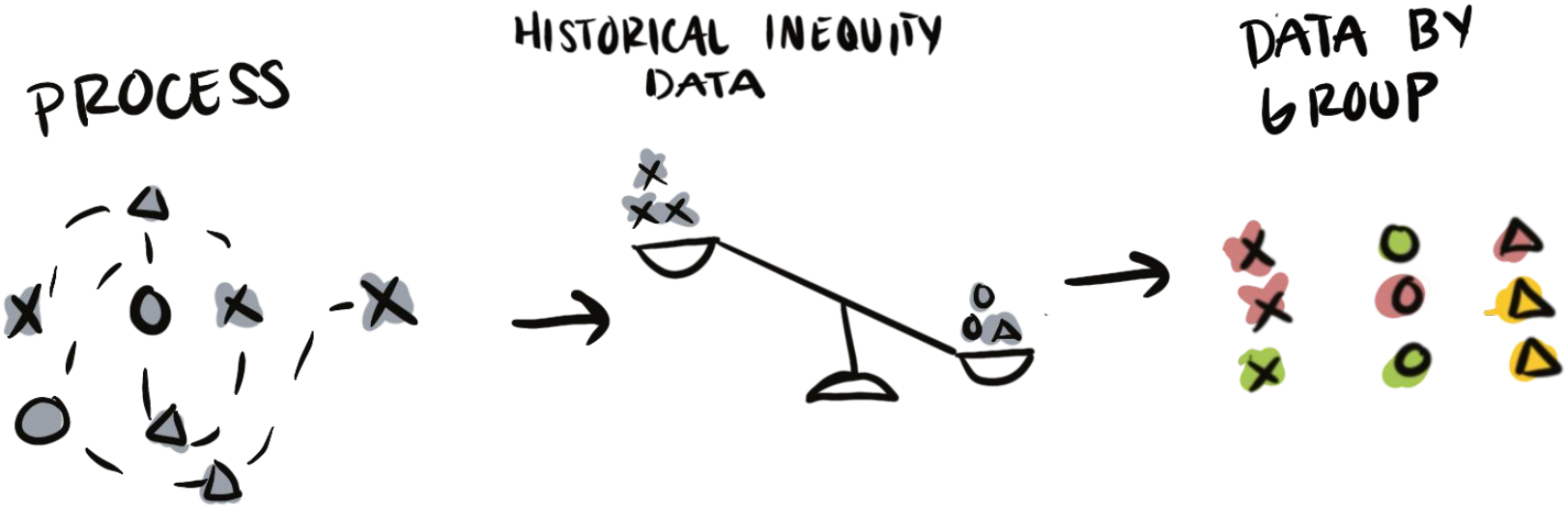

Determine the information you need to collect

Decide from whom you need to collect the data

Engage with stakeholders to identify your problem statement

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STEP 1: Co-teaching, SPED + Paraprofessionals

Questions

- How frequently are non-core subject teachers engaging with students in virtual setting?
- How have you made decisions prior? For preferences, scheduling, and choice?
- What about the current plan works for all teachers? How might the current schedule or process design create inequities?

Potential Learnings

- I prioritized adult logistics over continuity of the student experience
- I plan for SPED/EL students + teachers last
- There are few permutations of options for electives or advanced courses in a virtual world resulting in tensions and no time for creative solutions

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In the chat:

What might be different in our virtual learning environment if non-core teachers helped to design the current experience?

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STEP 2: Include

Too often, products, systems, and services are designed *for* rather than *with* the people they serve. Even when we design with the people for whom the system serves, we often make decisions based on ease, accessibility, and privilege. Therefore, we must include and elevate voices of stakeholders at the margins.

- Bring voices to the table
- Empathize with the marginalized group
- Outline the success criteria for truly changing the system for equity

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STEP 2: Maximizing the employee community

Questions

- Whose voices have been traditionally excluded from the conversation?
- Who are my teachers at the margins?
- If you had a magic wand, how could staff work together differently to improve the virtual student experience?
- What would successful change look like for students and how might the distribution of work change for the adults?

Potential Learnings

- Are we using all of our people resources in a coordinated way to improve rigor and engagement?
- Are we being creative in ways that capture voices of all staff and utilize them to amplify communication?
- Are we being intentional about supports for staff with their own children?

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In the chat:

Who are stakeholders not currently part of your decision making or communication that you are interested in engaging?

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STEP 3: Create

As you delve into creating solutions and prototypes to support school leaders in expanding rigor, collaboration, and engagement in your virtual learning community, consider how you might continue to design *with* your users rather than *for* them and consider stakeholders at the margins as integral for the solutions that you create.

- Create opportunities for inclusion of staff in the design process
- 2-3 prototypes designed with the marginalized group identified at the center
- Clear communication of the what (decision trade offs), how (process used), and why (your reason for redesign)

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Equity Design Principles to implement

- **Design at the margins**: Whom does this prototype serve? Whose needs are unaccounted for? Does this prototype create inclusion and belonging for marginalized stakeholders?

- **Make the invisible visible:** What assumptions might we be making as designers? Are we still upholding underlying systems of inequity?

- **Speak to the future:** Does this prototype promote new, equitable ideas or simply restate existing systems that were never designed to serve all students?

Hill, C., Molitor, M., & Ortiz, C. (2016). Equity x design: A Practice for Transformation. Retrieved February 26, 2020, from https://drive.google.com/drive/search?q=equity%20by%20design

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STEP 3: District Leaders iterate on plans with new designs

Potential Learnings

- Leaders can support schools by highlighting opportunities for teaming and capturing the ideas of non-core class teachers
- Designing for SPED and EL student needs and prioritization of staffing decisions and virtual class scheduling that expands coverage and inclusion.

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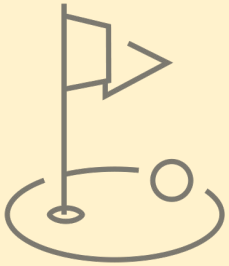

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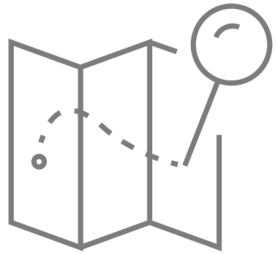

PLAN

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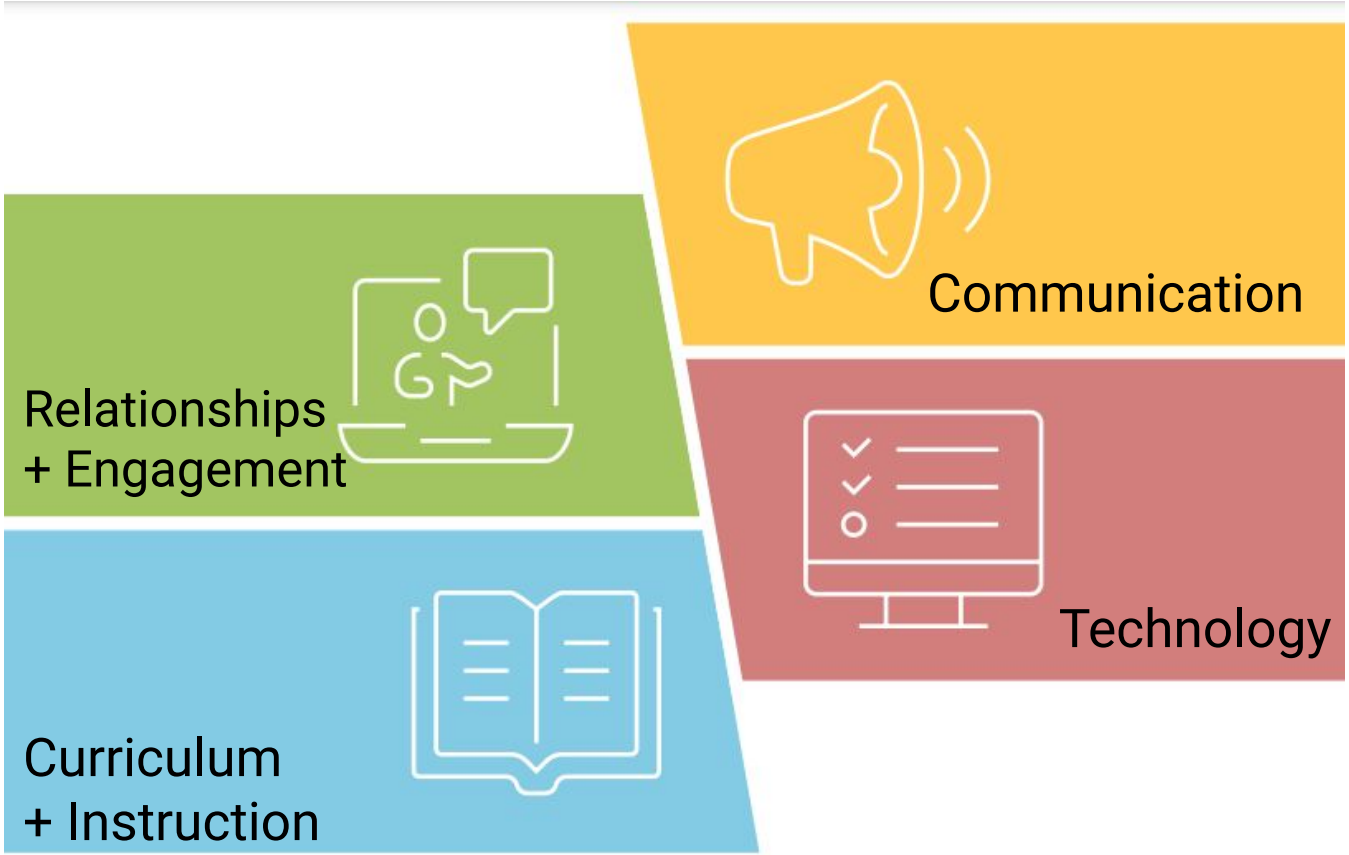
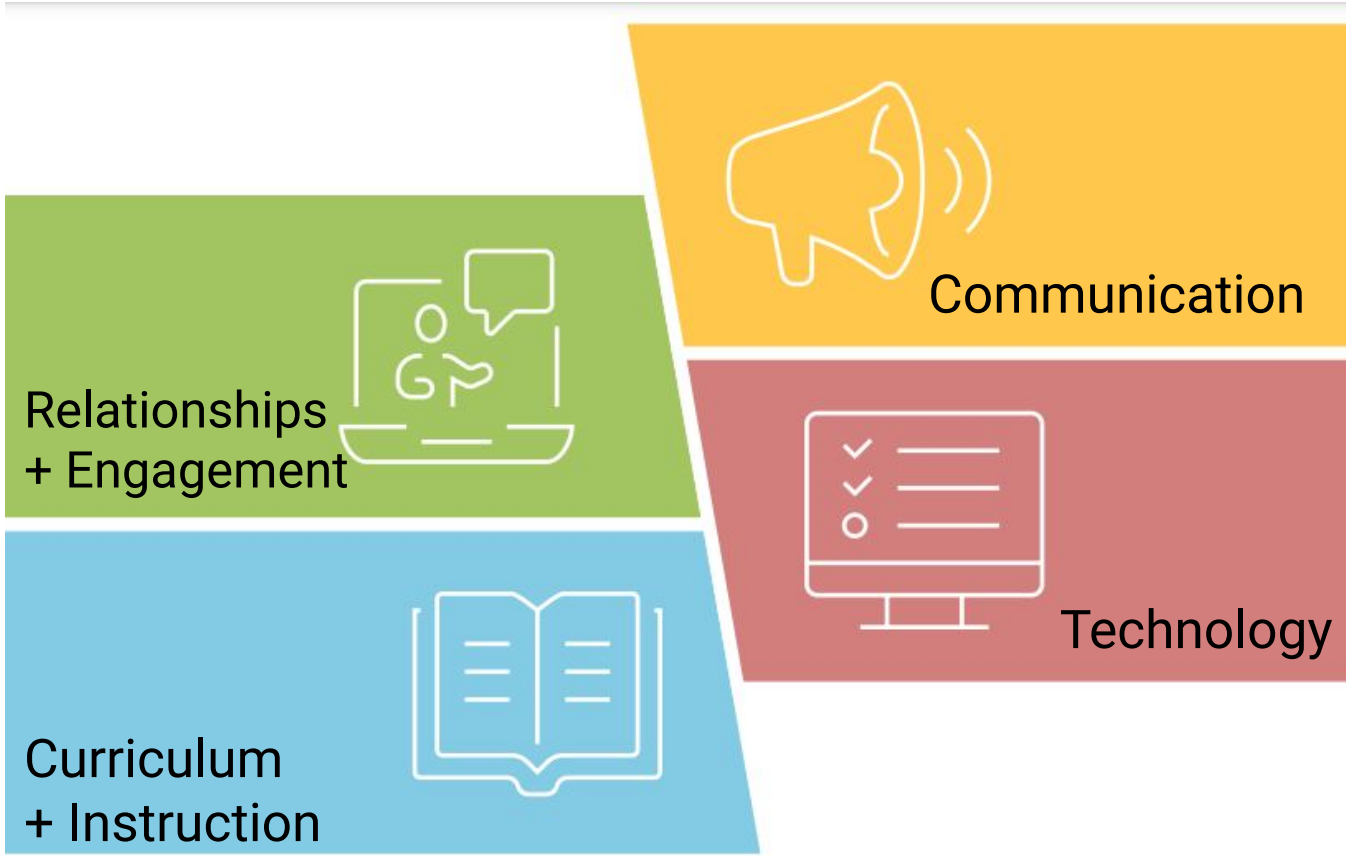
Continuum of Distance Learning



Continuum of Distance Learning - Self Assessment



1. Relationships + Engagement	2. Curriculum + Instruction	3. Communication	4. Technology
❑ School teams survey students and families to determine what digital equity gaps exist.	❑ School teams ground curriculum expectations in the instructional vision, making new or clear connections for how it translates to distance learning.	❑ School teams establish a communication routine, such as a weekly newsletter, that ensures families know when to expect school updates.	❑ School or district teams identify digital tools, such as adaptive programs and content libraries, that all classes will have access to. These may be identified along grade-bands.
❑ School teams conduct PD to share how to build relationships with students in a virtual setting.	❑ School teams create a roadmap of professional learning to support teachers with accessing curriculum and ongoing support.	❑ School teams use a single tool (website, LMS page, Google Doc) to collect and post video and assignment links for students.	❑ Share with families the learning platform and tools their students will use in school and at home. Ideally, this includes showing families how to monitor their students' use of those programs and how to support their use at home.
❑ Principal focuses on establishing community building routines amongst the staff, modeling the consistent focus on relationships they want to see at the classroom level.	❑ School teams set common expectations for teachers as it relates to their distance learning instructional practices, such as whether office hours are suggested or required.	❑ Teachers reach out to individual parents to share something positive the student is doing to build rapport and the relationship.	❑ Teachers or other school staff hold office hours to provide individual support for students and families trying to log into the learning platform.
❑ Teachers survey students to determine their interests and ways they most enjoy engaging in virtual schoolwork.	❑ Administrators use virtual learning walks to learn the successes and struggles teachers are having with the common instructional model.	❑ School teams create a way to capture what is working for teachers, sharing these best distance learning practices amongst the staff.	❑ Teams of teachers, such as PLCs, use data protocols to analyze the data, identify trends, and brainstorm solutions and next steps.

In the Chat:
In which Distance Learning Focus Area did you have the **most** boxes checked? Where did you have the **least**?

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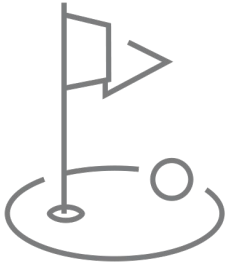

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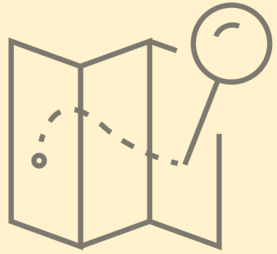

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Planning Template

bit.ly/DLPlanning

1. Identify Focus Area

2. Assess Readiness

3. Plan Checkpoints

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Focus Area: What is your Distance Learning Continuum focus area?

-

Goal/Vision Statement: What is your goal for addressing this focus area?

-

Skills	→	Incentives	→	Resources
What skills do your teachers have? • What skills do your teachers need? •		What incentives can you provide (intrinsic or extrinsic)? •		What resources do you have and/or need? •

People	→	Activities	→	Milestones
Who do you need as partners and/or advocates? • Who is your support team that will help you get the work done? •		What are the main tasks you'll perform to reach your goal? •		What are your measures for checking on your progress over the next 90 days? •

Outcomes/Milestones: What are the results of your milestones? (provide observable, measurable expected results)

30 days:

-

60 days:

-

90 days:

-

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