



Virtual Summit: Reimagining Schools for September Key Takeaways

On July 21, 2020, Inspired Instruction held its first virtual summit with a focus on UNICEF’s four areas of concentration for reopening schools this year. If you missed the event, here are the key takeaways from each breakout room.

Reaching Marginalized Populations
<p>Reorganize schedules</p> <ul style="list-style-type: none"> • Keep students in cohorts (preferably 12-15 students) • One specific daily schedule that remains consistent (in-person or virtual) • Capitalize on teacher skill set • Provide training and planning time for teachers • Minimize or eliminate transitions or distractions
<p>Scaffolding</p> <ul style="list-style-type: none"> • Students need: <ul style="list-style-type: none"> ○ Motivation and concentration <ul style="list-style-type: none"> ▪ Integrate interest, excitement ▪ Set purposes for learning ○ Knowledge <ul style="list-style-type: none"> ▪ Active participation ▪ Scaffold instruction with visuals ○ Oral language development/practice <ul style="list-style-type: none"> ▪ Promote academic conversations ▪ Provide think time ▪ Cultivate self-esteem ○ Integration strategies <ul style="list-style-type: none"> ▪ Encourage creativity ▪ Commit to alternative means of assessment ○ Digital literacy and access
<p>Peer-mentoring partnerships</p> <ul style="list-style-type: none"> • Establish district-wide virtual buddies and tutors
<p>Create user-friendly parent support systems</p> <ul style="list-style-type: none"> • Multilingual • Easily accessible • Offer parent training
<p>Avoid pandemic penalties</p>

- Know your district expenditures related to Special Education
- Seek feedback from parents
- Promote patience

How to accommodate ELL students/families

- Parent newsletters
- Translate documents
- Celebrate cultures
- Train teachers to understand the stages of ELLs

Safe Operations

Three Key areas discussed: Plan, Communicate, Time

- How many students do you serve?
- What grade levels?
- What does your infrastructure look like?
- What are your shared spaces?
- How will you set up the classrooms?

Scheduling Re-Design

- Don't remove rigorous, collaborative, engaging instruction
- Students will still need movement, and social interaction

Planning for a Hybrid Model: SEL, Modeling, Assessment, Guided Practice

- Start with the standards, lessons and routines and decide:
 - What works best face to face?
 - What works best virtually?
 - How can you ensure ALL students are receiving all of these experiences?

Face to Face: Consider Time & Space Do and Don'ts

- Be very thoughtful about what kids really need if we are committed to educating the whole child
- We can be sure that students' social emotional needs will be front and center when we return

Educating the Whole Child

- Academic, Social, Emotional, Physical

Consistent, yet Flexible

- Design consistent routines
- Simplify directions and resources be open to change
- Model being flexible for students, not one size fits all

Health Routines - Questions to Consider

- How will we plan for staff illness?
- How will mask requirements be handled?
 - Can they come off at specified times?
 - What if someone refuses to wear one?
- When will students and staff wash hands during their day?
- Where will hand sanitizer stations be located?
 - How will you remind students and staff to use them?

Sample Health Routines

- Appoint a wellness monitor
- Policy on illness
- Contact tracing
- Screening tools
- System for reporting illness
- Communication is key
- Expand substitute pool

Healthy Environment

- How will we disinfect the classrooms?
- How will we consider the use of classroom materials?
- How will we plan for use of shared spaces?
- How will we disinfect the shared spaces?
- How will we allocate and store student materials?
- How will we navigate hallways, entrances and exits?
- How can we use outdoor spaces?
- How will lunchtime be handled?

Sample Healthy Environment Routines

- Supplement individual student supplies as needed
- Set up routines for students to disinfect their own desks
- Provide cleaning and hygiene supplies to each classroom
- Post physical guides for movement within the school

Supporting Learning

Vertical Articulation

- Try to leverage the summer and have teachers meet virtually to discuss gaps and what needs to be targeted

Use Data

- Send home a benchmark in the summer to use for planning purposes for Sept.

- Learn from teachers about at home learning participation
- Get feedback from students/parents about at home learning

Formative Assessment

- Focus more on this than summative assessment
- Engage in regular practices that ensure students understand the criteria for success (rubrics, exemplars)
- Provide timely feedback on work in progress
- Whatever tools you choose, use them both in school and virtually for continuity

Differentiation

- Don't give up on grouping
- Use virtual tools such as shared Google docs and Google chat or other discussion board apps that allow for small group discussion
- Tier assignments and consider project-based assessment as it will allow students the opportunity to have choice and may tap into their interests
 - It also allows for work to occur over time instead of a moment-in-time snapshot.

Best Practices for Blended Learning

- High touch
 - More collaboration and synchronous learning
- Rigorous and relevant
 - Projects and activities that address real world problems
- Plan with purpose
 - Balance the types of teaching for the venue (home vs. in school)
- Make sure there is structure that allows for continuity but have a mindset of flexibility.

Teacher Support

- Start now!
- Encourage sharing of resources and lessons via Google docs and other share points
- Plan for virtual walkthroughs (classroom visits) that provide support not necessarily evaluative
- Set up the lines of communication sooner than later
- Consider PD for areas teachers need support in prior to Sept. in areas such as Blended Learning, and technology

Well-being and Protection

Don't make assumptions about your students

- For example, a student who falls asleep in class is not always lazy or unproductive. Instead, they may have a job or responsibilities at home.
- Find ways to work with your students (like getting them a study hall during school to do their work).

Find ways to turn disruptive or inattentive behaviors (class clown, doodling, etc.) into positives

- Let kids tell jokes about your subject at the beginning of class or take “visual” notes.

Kids who are loved at home come to school to learn and kids who are not come to school to be loved

- Remember that as a teacher you can really impact their lives (they can spend about 1,000 hours in school during a year)

Interested in learning more or discussing how we can support your school during this transitional time? Reach out to us today!

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