



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